

National Parent-Teacher

36 #7 Medical Library
The Official Magazine of the National Congress of Parents and Teachers

MARCH

15 CENTS



In This Issue: MAKING FRIENDS by Bonaro W. Overstreet • A FAMILY AFFAIR by Peter H. Odegard • ALL OUT FOR HOMES by Edith Elmer Wood • HOLDING THE LINE OF LEARNING by Howard V. Funk • THE UNIQUE FUNCTION OF THE P.T.A. IN COMMUNITY BETTERMENT by Ivan A. Booker • SEX IN ITS TEENS by Aimee Zillmer • THEY'LL TAKE THE FREE ROAD by Malcolm S. MacLean • FOODS FOR VICTORY by Ruth Cowan Clouse •

Objects OF THE
NATIONAL CONGRESS OF
PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



**NATIONAL PARENT-TEACHER,
INCORPORATED**

600 South Michigan Blvd., Chicago, Illinois

OFFICERS

Mrs. JAMES FITTS HILL.....*President*
Mrs. WILLIAM KLETZER.....*Vice-President*
Mrs. WILLIAM HASTINGS.....*Treasurer*
Mrs. M. D. WILKINSON.....*Secretary*

DIRECTORS

Mrs. James Fitts Hill Mrs. John E. Hayes
Mrs. William Kletzer Mrs. James K. Lytle
Mrs. Wm. Hastings Mrs. Warren L. Mabrey
Mrs. M. D. Wilkinson Mrs. Leslie Mathews
Dr. Ada Hart Arlitt Dr. Joseph Miller
 Mrs. Gail Powell

★

NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

EDITOR

EVA H. GRANT

ASSOCIATE EDITORS

ADA HART ARLITT
ANNA H. HAYES
VIRGINIA MERGES KLETZER
WM. MCKINLEY ROBINSON

EDITORIAL OFFICE

600 South Michigan Blvd., Chicago, Illinois

The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

SUBSCRIPTION OFFICE

600 South Michigan Blvd., Chicago, Illinois

MARY A. FERRE, *Promotion Secretary*
ELEANOR TWISS, *Business Secretary*

RATES

\$1.00 a year—U. S. and Poss. Single Copy
1.25 a year—Canada 15 cents
1.50 a year—Foreign

Notice of change of address must be given one month in advance and must show both old and new addresses.

★

The NATIONAL PARENT-TEACHER is listed in the Education Index.

★

Published monthly, September to June inclusive, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

Copyright, 1942 by
National Parent-Teacher, Incorporated

National Parent-Teacher

(Title Registered U. S. Patent Office)

VOL. XXXVI

No. 7

CONTENTS

March, 1942

PAGE

The President's Message: Each His Country's Keeper.. 3

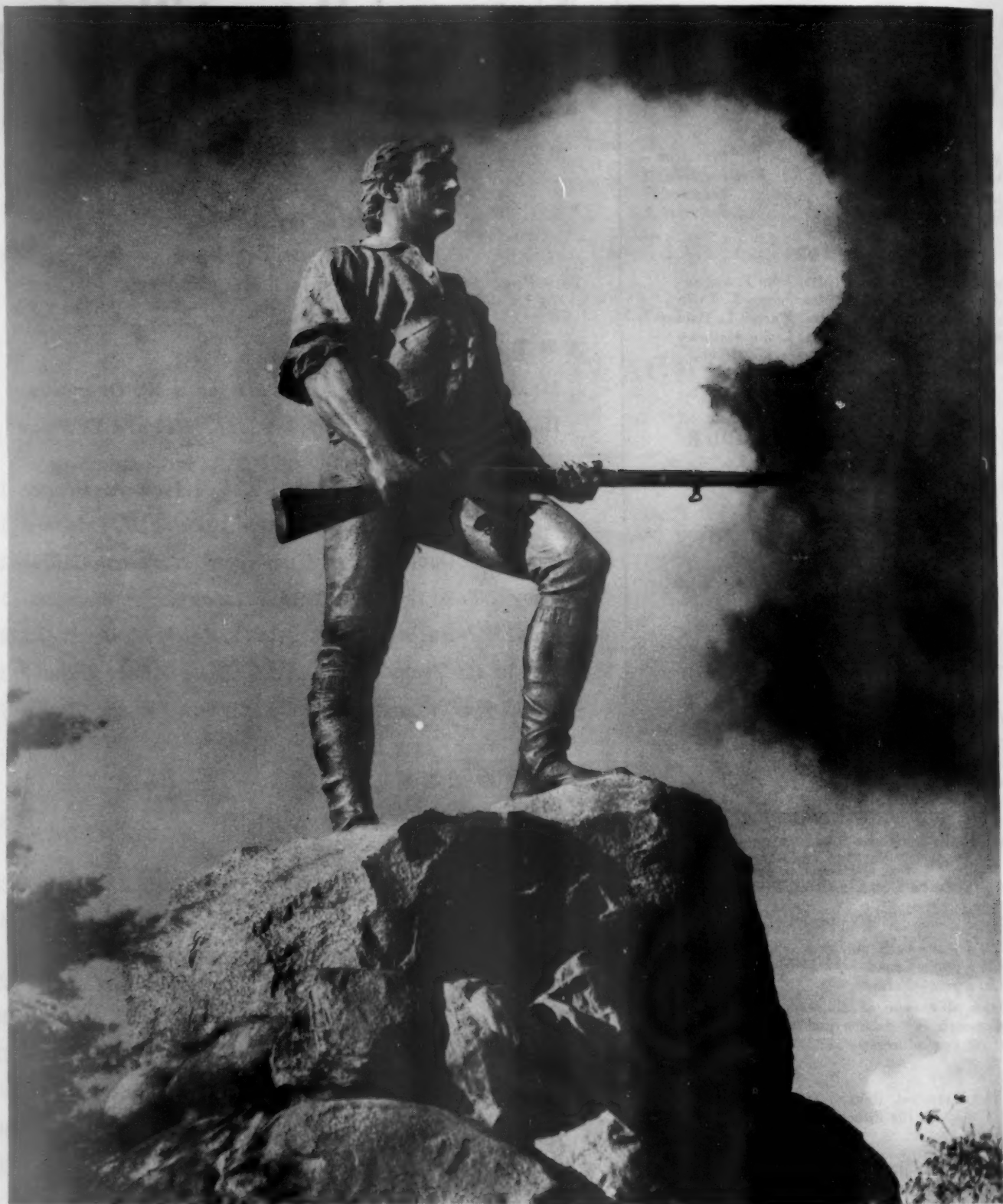
ARTICLES

Making Friends.....*Bonaro W. Overstreet* 4
Holding the Line of Learning.....*Howard V. Funk* 8
The Unique Function of the P.T.A. in Community
Betterment.....*Ivan A. Booker* 10
A Family Affair.....*Peter H. Odegard* 14
Sons and Daughters of Tomorrow....*Joseph Miller* 17
They'll Take the Free Road....*Malcolm S. MacLean* 18
All Out for Homes.....*Edith Elmer Wood* 21
Sex in Its Teens.....*Aimee Zillmer* 24
Foods for Victory.....*Ruth Cowan Clouse* 27

FEATURES

Books in Review..... 30
Constructive Leisure-Time Activities
Edith E. Hughes 32
P.T.A. Frontiers..... 35
Parent-Teacher Study Course Outlines
Ada Hart Arlitt 37
Around the Editor's Table..... 38
The Case for Safety.....*Marian Telford* 39
Children in a Democracy (Program Outline)..... 39
Guiding the High School Youth (Program Outline) .. 40
Contributors 40
Cover Picture.....*H. Armstrong Roberts*
Frontispiece.....*H. Armstrong Roberts*





*Here the free spirit of mankind, at length,
Throws its last fetters off; and who shall place
A limit to the giant's unchained strength,
Or curb his swiftness in the forward race?*

—WILLIAM CULLEN BRYANT

The President's Message

Each His Country's Keeper

CONSERVATION, saving, salvage, production—these have become words to conjure with. The nation is organizing itself into a compact unit to carry through, with full strength, its program of war against force and aggression. We know now that in this program each of us has an important part to play. By accepting the responsibilities written into our scripts we can contribute to a performance unsurpassed in any of the great dramas of world history. And only by so doing shall we find ourselves able to cheer, encourage, and inspire the millions of men who do not count their lives too dear to answer the call to duty.

What are these responsibilities of ours, and how can they quicken us to worthier living? Simply stated, they are conservation, saving, salvage, and production. And, although a temporary emergency has called them into prominence, they themselves are neither temporary nor trivial. They are as meaningful as any we have ever undertaken, and we must be on guard against accepting a narrow interpretation of their meaning.

True, the broad interpretation includes the narrow. We must conserve materials and textiles and metals and all the other things needed to equip our fighting forces. We must crack wider apart the shell of our self-indulgence and complacency, and learn to do without many things we regarded as necessities in the days when our country was in no peril. But even this is not enough. We must at the same time evaluate more critically and conserve more carefully America's human resources; and here, no less surely than in the conservation of natural resources, we have much to learn, much yet to accomplish.

The struggle in which America is engaged will not be brief. The things we do without to meet the immediate national needs must, therefore, be carefully weighed against the simple, basic needs upon which human life depends in war as in peace. Consider health, for instance. Certainly we cannot allow it to be jeopardized by shortsighted economic policies; every hygienic precaution we have learned must be exercised more vigilantly than ever. Immunizing our children against diphtheria and smallpox and in some areas against typhoid and tetanus will not only protect them as individuals but help to prevent the devastation of epidemics. The same principle applies to education. Long-range conservation recognizes that our schools have a vital place in building the strength of the nation. To permit unwise adjustment or curtailment so that children may be released for the labor market; to prune away essentials of life in the name of economy, without regard to the profound significance of fundamental human services and institutions—this is only to court disaster.

IF WE are to advance in our drive toward victory, it becomes more and more necessary that all go well on the home front. It is time for narrow prejudices, surface emotions, and surface experiences, as well as unreasoning adherence to pre-war standards of living, to disappear. Each person must now stand ready to do his share in the fight for freedom, and his genuine concern for the nation's welfare must lift itself above all else. The Apostle Paul declared that each man is his brother's keeper. Each man is also his country's keeper; of this there can be no doubt in the minds and hearts of Americans.

Let us, then, parents and teachers of America, stand together with unity and steadfastness, strong in our resolve to preserve the democratic spirit for our children and to strive toward the building of a world in which truth and justice, equality and freedom, are not words to be fought for in battle, nation against nation, but ideals attained, appreciated, asserted, and maintained by all mankind.

Virginia Kleber

President,

National Congress of Parents and Teachers



Making Friends



© Harold M. Lombert

FRIENDSHIP is an experience on which we draw compound interest. It is the well-nigh perfect illustration of the old principle that "To him that hath shall be given." Occasionally, of course, we meet the one-friend person—the individual who, in an entire lifetime, establishes only one intimacy to which he is willing to attach the word *friendship*. But such a person is an exception to the rule—and, psychologically speaking, not a healthy exception. The chances are ten to one he is possessive in friendship, tolerating no areas of privacy between himself and his one selected intimate. And there is a fair chance, also, that what he calls friendship is really self-dramatization. He is proud of his exclusiveness—feels that it argues some special fineness in him that sets him

apart from less discriminating mortals. A good healthy friendship does not go in for high-tension dramatics. For all its bed-rock dependability, it is a relaxed sort of thing, and casual, with room in it for laughter and privacy and a generous interest in the rest of the world.

Normally, the person who makes even one friend quite naturally makes more. He does so because his making of even one friend—or two, or three—is no accident. It means that he has in him a capacity for the special sort of fellowship that exists between friends. And if he has that capacity, it will show itself consistently enough to enable him to make friends among all the human groups into which he enters.

There is a lot we don't know, yet, about this capacity for friendship. We don't know to what extent it may depend upon inborn characteristics—upon some native quickness of imagination, for example, or warmth of temperament. But we do know it is mightily influenced by attitudes and habits that are not inborn—that come from training and experience. Knowing this, we cannot, as parents, trust to luck or nature that our children will be good friend-makers and friend-keepers. Nor dare we self-excusingly put the blame on nature if we see that our children are not well liked. It is up to us, rather, to make of the home a kind of laboratory for friendship—a place where children will learn by example and practice those habits and attitudes that will enable them to move easily through life, making an intimate friend here, a casual friend there.

"To him that hath shall be given." So far as friendship is concerned, we can analyze that statement in very practical fashion. It is a matter of expectations and habits, both of which are strengthened by use.

Take first this matter of expecta-

BONARO W. OVERSTREET

tions. We have an old folk saying to the effect that "he who would have friends must show himself friendly." It sounds wise enough. But what enables a person to show himself friendly? Can he do so merely by making up his mind that he will? It is not as simple as that. Psychologically speaking, he can show himself friendly only if he has already done so. That may sound like a paradox. But in that paradox is one of our major responsibilities as parents—that of establishing in the home so contagious an atmosphere of friendliness that our children will be conditioned to show and to expect friendliness even before they are old enough to make their own special friends.

Here Fall the Fertile Seeds

YOU AND I know from our own experience that each human situation into which we enter is, to some extent, shaped by the expectations we bring to it. We know, for example, how hard it is to approach with gay and relaxed confidence anyone who has previously embarrassed us or rebuffed our friendly approaches. We know, in contrast, how easy it is to start talking to someone with whom we have had only happy and companionable experiences. With this person we ourselves become different—more interesting. Our expressions and voices come alive—simply be-



© H. Armstrong Roberts

FROM seedtime to blossom to harvest, that garden of life is happiest in which the tree of friendship grows. For our children we ardently desire it. We long to help them win a rich and varied social life. In this, the seventh article of the study course "How We Grow," Mrs. Overstreet, whose authorship of *Brave Enough for Life* marks her as a friend of life indeed, gives answer to that desire.

cause we dare to range freely from seriousness to laughter and back again; because we are not cautiously editing what we say before we speak. Thus, by a kind of psychological determinism, the expectations we bring to a situation are confirmed by what actually happens.

We know this from experience. But I wonder how many of us have thought through what it means about the atmosphere of friendliness we must establish in the home. Long before our children begin to make independent friendships, they pick up from us certain guiding notions about what to expect of people; and these expectations, accumulating, exert a powerful influence upon their own later chances to make and keep friends.

Suppose, for example, a child grows up in a home where the mother never entertains any guest without making a tremendous and exhausting fuss about it in advance. Suppose that another child grows up in a home where the parents' friends are invited in often and casually to take potluck with the family. Is it probable that these two children will have the same attitude toward people? Will not the one tend, by contagion, to think of people as problems—almost as enemies—while the other happily takes them in his stride?

Suppose, again, that a child grows up in a home where the parents are absorbed in trying to know the "right" people, while another child grows up with parents who have a genius for discovering what is

interesting and genuine in all sorts of people. Will the two children have an equal chance to make friends—and keep them? Will not the one think of human beings as something to be used, while the other thinks of them as something to be enjoyed?

Or suppose that a child grows up in a home where gossip is the most familiar form of conversation, while another grows up with parents who, without being sentimental about it, try to understand people and give them the benefit of the doubt. Will these two children, later, approach people with the same expectations?

Suppose, finally, that a child grows up in a home where the atmosphere is one of suspicion—where the philosophy is one of “doing” the other person before he has a chance to “do” you. What chance will this child have as a friend-maker, compared with a child who grows up in a home where parents are willing to take a chance on the average decency of the average human being?

We could go on supposing. But the point is clear enough: one determining factor in our children's power to show themselves friendly will be the set of expectations about people that they pick up from us in the home. If they expect to find people likable and trustworthy and interesting, they will have a fair chance of finding them so. Enjoyment will breed the expectation of enjoyment—and the expectation will increase the likelihood of further enjoyment. There it is again: “To him that hath shall be given.”

Bending the Twig

BUT EXPECTATIONS are not enough. Habits are equally important. What I want to do here is simply to list eight habits that seem to me to have particular bearing upon the ability to make and keep friends—eight habits to which we have to give attention in the home if we want our children to have the best possible chance at happiness.

Habits of Talking About People—Do you let your children get into the habit of picking flaws in people? Do you encourage them to become tale-bearers and gossipmongers? Do you let them make fun of people who are awkward or poorly dressed—or who differ from themselves in race or



© H. Armstrong Roberts

religion? Do you reward with laughter, and with repetition, cruelly clever remarks with which they make other people look foolish? If you do, you are preparing them for sharp-tongued loneliness. The only friends they will have will be either those who have not yet found them out or those who join with them in a conspiracy of shared malice.

Habits of Give and Take—Friendship is, above all, an adventure in glad equality—in giving and receiving. Is the giving of help or of presents, in your home, always a prudent special-occasion sort of thing? Or is it often a

spontaneous gesture—a simple overflow of good will? Do you bemoan in your children's presence the burden of getting ready for Christmas? Or do you make them realize by your own spirit that Christmas is a day when we are privileged, in a special sort of way, to let people know how much they mean to us?

And what about taking? The person who wants to do all the giving and none of the taking is not generous, but selfish. Do you help your children, by training and example, to be gracious takers—to accept what is offered in the spirit in which it is offered? People who learn as children to be wise and generous both as givers and as takers have a fair chance to make friends—and to keep them.

Habits of Mood Control—We all have moods—but not all of us allow them to dominate our behavior. Do your children learn from you that moods have to play second fiddle to a long-range philosophy of life? Or do they pick up from you the habit of indulging every mood that comes along—and then making excuses later? Do you speak of your children, in their presence, as shy—or sensitive—or moody? Or do you take it for granted that they are normal and capable of exerting over their moods as much control as good taste and solid character require? As grown-ups, they are not likely to make and keep friends if these friends have to bear the brunt, continually, of self-indulgent moods.

Courtesy Habits—Do your children know enough about social usage to avoid, in the common run of situations, either being embarrassed or causing embarrassment? And do they know,

also, that courtesy is more than etiquette—that it is a generous skill in letting other people show to their best advantage? Do they know it is cheap to have one set of manners for “important” people and another set for the “unimportant”? Do they know—having learned it from your example—that family and friends deserve courtesy no less than do strangers? Do they know that good manners have to be used to be natural—that they will always be stiff and awkward if reserved for special occasions or special people?

Dependability Habits—Is your home a place where promises are kept—your promises to your children, and their promises to you? Is it a place where each individual is relied upon for some work that serves the common good? Is it a place where punctuality is the rule? Is it a place where confidences are respected? All these elements play in upon the general matter of dependability—and the person who cannot be relied upon is not likely to have many friends.

Habits of Objective Interest—Antoine de Saint Exupéry has written, in *Wind, Sand, and Stars*, “Life has taught us that love does not consist in gazing at each other but in looking outward together in the same direction.” The same can be said of friendship. Friends do not normally spend their time talking about the fact that they are friends. In fact, where this sort of sentimental relationship does grow up it soon becomes either stale or unhealthy. Friends talk about things they enjoy in common. Do your children have a number of healthy objective interests—tennis, swimming, photography, radio programs, motion pictures, model airplanes, music, or what not? Every such interest in a child’s life does double duty—it turns his attention outward, toward the objective world, and away from his own moods; and it opens the door to companionship with people of like interest.

Habits of Self-Entertainment—Do your children have interests they can carry on happily when they are alone? Or are they utterly dependent upon others for entertainment? The person who clings to whomever is available, just to escape the boredom of being alone, is likely to be regarded by others as a kind of human octopus. People who cannot be avoided are rarely wanted. People to whom friends have to apologize when they want to go freely about their own affairs soon have no friends.

Habits of Cooperative Effort—Do your children take part in some group activity in which their efforts contribute to a common purpose? Are they Scouts or Campfire Girls? Do they play

on some team, or take part in dramatics, or work on a school paper, or belong to a young people’s society in a church, or play in the school band or orchestra? One of the best possible preparations for friendship is taking part in some activity where a number of people are involved—and where no one is the exclusive friend of anyone. A normal life, in short, does not contain merely family, friends, and strangers. It contains fellow workers—who may or may not be special friends, but with whom one shares common purposes and to whose personalities one makes a decent adjustment. It contains, also, acquaintances—a whole crowd of people about whom one’s feelings are not particularly strong one way or another, but to whom, again, one makes a decent adjustment. Friends do not come out of thin air. Normally they come out of the larger group of people with whom we associate—and the more happily your children learn to associate with such a group, the better the chances are that they will make friends and keep them.

Bear Witness to the Harvest

IT IS well worth our while, as parents, to think seriously of this matter of friendship and of the part that it plays in our children’s lives. For no other relationship provides quite so accurate a test of personality. As workers, people may be tolerated even if they are not liked—if they are skillful and not downright obnoxious. As members of a family, they may be tolerated—they and all their moods and whims and selfishnesses and dullnesses—simply because they are part of an established pattern; sometimes simply because there is no convenient way to get rid of them. But friendship has to be deserved. There is nothing binding about it. Because it is an adventure in freedom, in voluntary association, friendship shows whether or not people actually have the traits that make for human likability and permanently satisfying human relations.

And those traits are not superficial. They are as basic as any we can name—generosity, self-control, courtesy, dependability, an interest in the world and in people, a resourceful ability to stand on one’s own feet and enjoy oneself even when alone, and a skill in sharing with others the hopes and hazards of cooperative ventures.

If we can, through the atmosphere we establish in the home and through the habits we encourage there, make our children wise in friendship, we shall have given them as rich a gift as it is within our province to give.

Holding the Line of Learning

HOWARD V. FUNK

NOW that our country is at war, we may expect the usual ill-considered proposals to cut the cost of public education as a measure of wartime economy. This tendency must be fought from start to finish of the conflict. Adequate educational facilities are vital to the nation."

This is not an exaggerated statement. Already there are shortages of properly qualified teachers in some sections. These will increase because of enlistment and because jobs in war industry offer greater remuneration than do many teaching positions. The longer the period of emergency, the greater will be the shortages and the demand for reduced budgets. Competition for the local tax dollar; lack of clearcut, universally understood educational objectives; and failure to understand the strategic importance of a free public school system in a representative democracy all indicate that during the war years, at least, tax-supported public schools will be subject to economy drives.

As social institutions charged with preparation of young people for our way of life, schools must change as the demands upon them shift in emphasis and direction, but the changes brought about by the slashing of goods and services to meet a preconceived budget are not often wise or intelligent or even economical in the long run. "Good economy" may indicate radical changes in the curriculum to satisfy the needs of adult groups. It may indicate a drastic change in the curriculums offered to the regular students. It very likely will indicate the addition of services not now offered at all by some public schools.

The Citizens Will Decide

UNDER THE present system of school control, local decisions must be made in conformity with general principles laid down in the state education law. Outside agencies often contribute helpful data, but the authority and the responsibility rest finally with the citizens in the local community. Local initiative must decide whether higher mathematics is to be maintained and agricultural classes dispensed with; whether foreign languages are to be continued while shops, art studios, and home economics rooms are closed; whether physical education work or music is to be curtailed and formal science offerings maintained. These decisions must be made on the basis

of the best interests of the community's children, not upon such clichés as "fads and frills," "progressive education," "three R's," "essentials," "discipline," and so on down a long list of names used to befog the real issues.

Citizens, broadly speaking, may choose between two types of adjustment: (1) thoughtful, orderly maintenance of school services, expanding if need be so that extension of the program may be quickly and economically made at the end of the emergency; or (2) a thoughtless and haphazard curtailment of goods and services that inflicts permanent injuries. Communities must decide just what their public schools should be and do and precisely how much they will allow in budgets, buildings, staff, and material to achieve this program. Paul V. McNutt, Federal Security Administrator, stated the case succinctly in his American Education Week broadcast over CBS. "We can defer building a road, a bridge, or a building, and catch up on its construction later. We cannot put educational opportunity for our children in cold storage for the duration of the war or even for a



© H. Armstrong Roberts



© H. Armstrong Roberts

period of financial stress and restore it later to an unschooled generation grown old. These must go through life a lost generation, poisoning the processes of popular thought, political action, economic prosperity, and the national defense with their ignorance, lack of skill, and undisciplined judgments."

Tomorrow's Task Begins Today

THE CHILDREN of this generation must shortly assume the task of making this a good world to live in after we, the adults, have done our best with it. Their preparation for that task, the ways and means by which they shall be prepared for it, and the training they receive in the ways of democratic living are of immense concern to us now and of even greater concern to the society of tomorrow. The public schools, with the full cooperation and support of the home, are responsible for that training. The outcome is too important to be jeopardized by indiscriminate curtailment of services under the guise of wartime economy. To that end,

1. The citizens of the community will proceed at once

(a) To inquire of those legally charged with control of the school system—the board of education and the school administrators—what the immediate and long-time problems are and what

interested citizens can do to understand and to help.

(b) To organize committees to study pertinent data with the advice and assistance of the school authorities, such as tax bases, school enrollment, local needs for trained school graduates, local budgets of all types, and so forth.

(c) To plan with the local school authorities changes indicated by the aforementioned studies that will insure the most useful and efficient education for the children of the community.

(d) To carry on by every available means a continuing program of study and community enlightenment that will insure a school system of ever-increasing value to the community.

2. The alert community will be particularly sensitive to and quick to defeat any proposal that tends

(a) To lower the professional standards of the school staff.

(b) To overcrowd classrooms to the detriment of the individual child.

(c) To curtail the educational opportunities of any person, child or adult.

(d) To maintain traditional subject matter at the expense of the clearly demonstrated needs of a majority of children.

3. The alert community will make provision

(a) To see that its school facilities are used to the full advantage for such activities as adult education, recreation, group meetings, social activities, and all legitimate community enterprises.

(b) To give to every child a daily example of democratic living and an opportunity to participate in it to the fullest possible extent, through community forums, community projects, and a fine family life.

4. The local parent-teacher association will

(a) Cooperate with school authorities by assisting in worthy community services. Some of these are school lunches, library service, and evacuation plans.

(b) Unite with other organized community groups in a continuous study of local conditions that will assure the information and interest necessary to carry the local schools intelligently through the present emergency without crippling their effectiveness, present or future.

Education is our only political safety. Outside of this ark all is deluge.

—HORACE MANN



© H. Armstrong Roberts

The unique function of the P.T.A. in community betterment

IVAN A. BOOKER

THE legendary and tragic effort of the Hamelin city fathers toward community improvement calls forth from this generation an indulgent smile of amiable contempt. "What a simple problem they had," we confidently assert, "and how stupidly they acted!" They should have been more foresighted than to remove a bad situation by introducing a worse. They should have known that to get rid of the rats someone always *must pay the piper!* Foolish bunglers, they; shrewd managers, we.

Or are we, after all, so far removed from Hamelin town? When, actually or figuratively, we are plagued with rats, do we not often wait for the chance arrival of an obliging Pied Piper? Do we not still take desperate chances with the lives of boys and girls for the sake of "a thousand guilders"? Do we not wait all too frequently for the city council to deal with situations in which every citizen could and should *dispose of a rat or two?* The analogy, alas, is very uncomfortably accurate.

Community Improvement, a Cooperative Task

IMPERFECT as our knowledge is with respect to techniques of community improvement, several fundamental principles have been amply demonstrated. *First*, the matter of building an ideal

community is a continuous process—not a rush job, quickly accomplished. *Second*, community betterment is a task large enough and important enough to challenge the best efforts of every person. *Third*, effective use should be made of all the natural resources of the community as well as of its human resources. *Fourth*, problems usually must be attacked before there is unanimous agreement on a plan of action. *Fifth*, community endeavor must be well directed—for there can be unity of purpose in witch hunts and lynching bees as well as in wholesome pursuits. And *finally*, the amount of improvement possible in a given community during a given period of time is determined in large measure by the number of persons who recognize and assume their fair share of the responsibility and especially *by the effectiveness of their cooperation* in working for common ends. It is here that the significance of the parent-teacher association in community improvement becomes apparent—in cultivating widespread interest in community welfare and general awareness of civic responsibility; and in providing a channel for intelligent, effective cooperation.

There are limits, of course, to what a parent-teacher association can or should do. Just as community betterment demands the best effort of all individuals, it must have, as well, the coordinated efforts of all organizations—civic, religious, fraternal, commercial, political, cultural, and social. It is not here proposed that an alert P.T.A. is a "royal road" leading from Slumville to Zenith City, or that any community with a good P.T.A. has found a magic panacea for its ills. Such claims would be not only presumptuous but patently

absurd. The parent-teacher association is only one in the "family" of community organizations, all of which must make their respective contributions to the common good.

Against the background of such obvious limitations, however, the strategic role of the P.T.A. in community improvement is clearly visible. The P.T.A. does command certain vantage points, certain unique opportunities and responsibilities for community betterment. These should be more widely recognized and more fully used.

The Stake of the P.T.A. in Community Improvement

NOT THE least significant for effective work in community development is the vital interest that parent-teacher workers have in community betterment. Theirs is an interest not in boosting the price of real estate, or in increasing the volume of local business, or in winning political favor, but in creating a wholesome community in which to rear children. This is not to say that other organizations typically are interested in community welfare only because of unworthy or selfish motives; it is only to say that no organization has a more vital or a less selfish stake in community betterment than that one whose members band themselves together to promote the welfare of every child everywhere, in home, school, and community.

This central, pervading objective in parent-teacher work places the P.T.A. inescapably in the front rank in every campaign for a better community. Unless an association works aggressively and efficiently for community improvement, it is negligent in performing the work it is pledged to do. If it seeks to promote child welfare without due regard for community problems and needs, its efforts are foredoomed to mediocrity, if not to actual failure.

Appropriate Areas of P.T.A. Concern

PARENT-TEACHER ASSOCIATION properly is interested in every movement and proposal that gives reasonable promise of making the community a more wholesome one for growing boys and girls. For that reason virtually all phases of community betterment represent legitimate areas of parent-teacher interest. It is hard to identify any project which, if it represents a definite forward step in community improvement, does not also affect the lives of boys and girls. "What about street improvements?" someone may ask, or "What about the regulation of billboard advertising? Should a P.T.A. take a hand in such matters?" Obviously, the answer is "Yes," if the advantage sought will

NEW and heightened community consciousness is everywhere apparent. As the separate problems emerge, it becomes noticeable that many of them lie peculiarly within the sphere of influence of the parent-teacher association. This article, which explains what these problems are and suggests an attitude of approach, will be complemented next month by an article dealing with the actual building of a local parent-teacher program of home-school-community relations.

materially benefit the children of the community.

Because the proper field of P.T.A. interest in community problems is very broad, parent-teacher associations are forced continually to choose among the many projects they might well undertake. Whether to work for the extension of sidewalks, for the inauguration of a system of summer playgrounds, or for a change in the operating policy of the local theater or radio station, is the kind of practical choice every P.T.A. must repeatedly make. With so much to be done, the association must try to select a few urgent problems and work intensively, for the time being, on their solution. Otherwise its energies are dissipated in half-hearted and sporadic "busy work." To avoid this pitfall the effective P.T.A. asks the question: What can we do this year (or this month, or tonight) that will do most to improve our community as a place for boys and girls? Then, when this question has been faced, a program in keeping with the association's energies and resources is carefully outlined and vigorously pursued.

Among the areas of community improvement that often are the concern of parent-teacher groups, the following may be listed (1) public health problems; (2) safety and security; (3) cleanliness and beauty; (4) orderliness; (5) adequacy of public services; and (6) provision of suitable cultural and recreational opportunities.

Public Health Problems—Typical of the specific health problems that are being successfully attacked by parent-teacher associations may be cited the "Summer Round-Up," which has achieved remarkable nation-wide results as a specific P.T.A. project. "Oh, but that is not community improvement," someone protests, "that is merely a persuasive educational effort to get people to do what they should do anyway." Precisely. Yet, according to the point of view defended here, that is community improvement at its best—it is a first step toward that all-out approach, in which every citizen (as was suggested earlier) "disposes of a rat or two."

Other important health battles that frequently are won by parent-teacher groups, with or without the help of other organizations, are improvements in sanitation; provision or extension of hospital facilities; introduction of a program of immunization against such diseases as smallpox, diphtheria, and typhoid fever; prevention and treatment of tuberculosis; provision or extension of other services in health clinics; regulation of working conditions; and—another P.T.A. favorite—provision of an adequate school lunch program.

Safety and Security—Illustrative of P.T.A. interest in the promotion of safety and security may be cited: efforts to obtain traffic lights, stop signs, and other devices to promote traffic safety; sponsorship of schoolboy patrols; elimination of hazards in school buildings and on school playgrounds; and efforts to obtain adequate lighting and sufficient fire and police protection for all.

Particularly important in this area is the influence of some forward-looking associations in shifting the problem of juvenile delinquency, in their respective communities, from the common channels of criminal procedure to a program chiefly concerned with the redirection and rehabilitation of young offenders—that is, prevention rather than cure.

Currently, much attention is being given in parent-teacher associations to civilian defense. This involves planning for the protection of children in an emergency, provision of the special facilities that may be essential to comfort and safety, and especially selection and training of many persons for the performance of various types of emergency work.

Cleanliness and Beauty—Clean-up and paint-up campaigns, tree-planting activities, landscaping of parks and other public grounds, and efforts in behalf of suitable zoning regulations are examples of P.T.A. endeavor for clean and attractive communities. Billboard regulation, establishment of roadside parks, and stimulation of interest in home gardens are related problems sometimes successfully attacked.

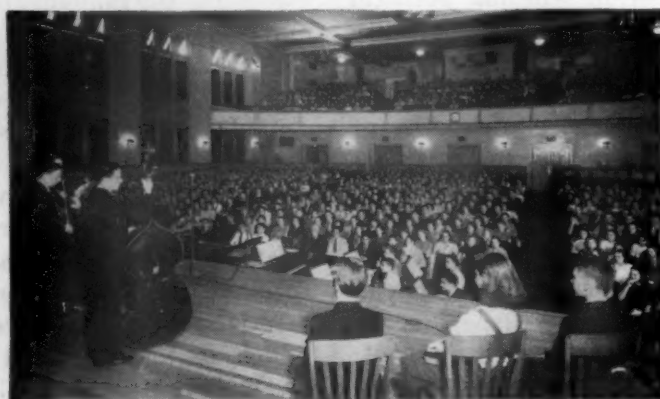
Orderliness—Although the work of parent-teacher groups in promoting orderliness and efficiency in community living is less spectacular than in many of the projects mentioned above, it may be quite as important. What is meant here

is the continuous educative effort of the P.T.A. to encourage long-time community planning, honesty and efficiency in public office, an equitable and adequate system of taxation, law observance, and justice for all in court procedure.

Adequacy of Public Services—P.T.A. endeavor to obtain adequate public services hardly needs to be illustrated, since it may involve any service that the community provides at public expense or under a franchise agreement. Many of the projects already mentioned could be classified here; for example, the extension of public health services or of police protection. But, in addition, it may involve cooperative work to extend the community's system of improved roads, sidewalks, sewers, lights, water supply, bus service, telephone service, mail delivery service, parks, playgrounds, libraries, and schools.

Provision of Cultural and Recreational Facilities—

Not only the extension of parks, playgrounds, libraries, and schools, but sometimes the provision of these and other needed cultural and recreational facilities and services, should have "priority" in P.T.A. affairs. Foremost among such problems, of course, is an unrelenting drive to assure adequate school



© Ewing Galloway

facilities, retention of a competent school staff, and a program of school services sufficiently varied, broad, and interesting to meet the needs of the children, the adolescents, and the adults in the community. Like any other power, the power of the organization so to influence the community will increase if steadily and effectively exercised. Potentially it is enormous and should be developed to the full.

In addition, the P.T.A. must necessarily be concerned with many activities and proposals that pertain directly to the cultural and recreational life of the community. From time to time it must evaluate and either endorse or discourage certain enterprises or plans having to do with music, art, drama, dancing, club work, forums, lectures, private schools, sports, playground programs, fairs, exhibits, museums, and numerous other interests. Likewise, the P.T.A. should be, and often is, a constructive force in molding public opinion and developing community policy with respect to the practices of local newspapers, radio stations, and theaters.

Appropriate P.T.A. Procedures in Community Building

IN ADDITION to selecting one specific problem for intensive work—or at most a very few—the parent-teacher association needs to develop a program of action in keeping with the nature of the organization itself. In this connection, perhaps a few “Don’ts” may prove helpful:

1. Don’t mistake the P.T.A. for a civic club or a citizen’s association. Keep children’s interests central in every undertaking.

2. Don’t align the P.T.A. with one political party or with any organization or faction where the collaboration will either stir up race or class dissension or promote intolerance and unfortunate prejudices. Usually it is better to forego the advantage sought than to gain it through such alliances.

3. Don’t allow the P.T.A. to be used as the tool of other organizations, to put across *their* plans. Cooperation implies collaboration in the planning as well as in the process of promotion. The P.T.A. has no monopoly on wisdom, no superior insight into what is most needed in the community. But merely to follow blindly the instruction of some other group is to admit that your P.T.A. is a spineless, ineffective organization.

4. Don’t resort to “wire pulling,” “horse trading,” “bulldozing,” and other unseemly procedures which may bring upon the P.T.A. a volley of just criticism. There is no sacrifice in aggressiveness because of this safeguard, and from it arise no causes for regret.

If these precautions are taken, few positive directions need be given. The specific steps that should be taken will vary widely from one situation to another. Sometimes the P.T.A. can do the necessary job alone; often it must enlist the interest and help of other groups, planning and working with them in genuine cooperation. Sometimes the chief need is for investigation and conference by committees or officers of the P.T.A.; more often there is need for general group discussion and an every-member program of publicity and interpretation. The activities in any given case will be determined by what is necessary to accomplish the desired result—by the persons or agencies that have the power to make or prevent the proposed improvement; by the source and character of the opposition; and by the nature of any obstacles that exist.

Whether the P.T.A. leads and coordinates the necessary work or whether a coordinating council or other agency assumes that responsibility is relatively unimportant. The vital consideration is effective cooperation, whether in leading or in following, in matters affecting child welfare.

The Unifying Influence of the P.T.A.

TO THE difficult task that has been outlined here the parent-teacher organization brings one

unique weapon. It is typically the most representative and the most democratic organization the community has. Many organizations tend to be divisive in their influence, separating the populace into carefully restricted classes and special interest groups. The parent-teacher association, on the contrary, knows no boundaries of social class, religious creed, party affiliation, or occupation. It is the common meeting ground where men and women of all classes, parties, and creeds lay aside their special interests for the common goal of better advantages for tomorrow’s citizens. Even many people who have no children to be immediately affected join wholeheartedly in the parent-teacher movement. This is an important advantage—one that must not be imperiled by alignments that involve the traditional clash of political parties or other noncompatible groups.

Toward a Better Tomorrow

CERTAIN TYPES of community improvement can be brought about only by state or Federal action. Adequate state school support and the control of child labor are examples with which everyone is familiar. The work of state and national parent-teacher congresses on behalf of such programs as these should not be lightly valued. This, too, is part of the P.T.A. program for community improvement. It is mentioned here only in passing, because, by and large, parent-teacher workers are most directly concerned with the problems they must help to solve for their own respective communities.

Community improvement, a process in which each achievement is but the stepping stone to further progress, is the joint responsibility of all persons, organizations, and agencies. Each citizen, therefore, and all community organizations should recognize and assume their own responsibilities for community betterment. The parent-teacher association has a special obligation in this field, because a better community environment for children is one of the central objectives justifying its existence. The P.T.A. may properly work for any and all forms of community improvement, provided only that its efforts are prompted by the urgency of *children’s* needs. Cooperation between the P.T.A. and other community organizations is virtually necessary; it is highly commendable as long as the integrity of the P.T.A. is maintained. Since the parent-teacher organization is broadly representative, since it tends to unite rather than to divide, it is potentially one of the most influential groups in community development.

Its responsibility is correspondingly great and should be seriously recognized.

HIS little girl, he thought, was too young. The Japanese to her were doll-like people carrying pretty dolls through the pages of a book. Hitler and bombs were—by the grace of God—empty words, and guns were toys for the boys to play with. The reality of democracy was already important in her life, but the word—the ideal—remained beyond her grasp. At six she seemed too young to have any interest in filling the defense stamp album that had been given her for Christmas.

One rainy Sunday the little girl and her father fell to talking about their favorite subject.

"When we get our farm," she said, "I'm going to have six cats, anyway. You don't want birds in the house. You want them up in the trees, singing."

There was at the moment enough money in the bank to meet current bills, but not one penny toward a farm.

"Look," the father said. "You know that little book with places for stamps? We'll take all the dimes and quarters we get and buy stamps and fill it. Then we'll get another book and fill that and some day we'll have enough money for the farm."

There are several bonds in that family now, and a new defense stamp album filling. Change that comes home in the mother's bag, change emptied out of the father's pocket at night, part of the little girl's small allowance (increased for savings) adds up fast enough to surprise a family unaccustomed to laying something by.

For this whole family had been like the little girl herself—they had never attempted to save. Like a good many other Americans, they had not worried much about a rainy day; if one came, they could stand a little wetting. As to a good many other Americans, Hitler had been to them a name, the Japanese far off, bombing attacks the terror of strangers in a newsreel.

Civilians Report for Duty

THE PURCHASE of defense bonds has had several results, most of them unexpected. It has made the war a civilian's war. Instead of saying "Why don't they do something about it?" when the enemy gains, they are doing something themselves. It is no great feat, this saving. It is not brave, like diving a bomber into a geyser of shells; not tangible, like drilling the barrels of machine guns; not clever, like slipping into a dark harbor with a "mosquito boat" and torpedoing a ship.

This kind of saving is satisfying because the civilian knows that neither courage nor strength nor skill is of any use unless all the nation's resources stand behind it. He knows that money is

A Family Affair



© H. Armstrong Roberts

the power that mobilizes those resources. Saving like this is not a negative action or the indulgence of a mean, ignoble impulse. The members of the family just described are not being niggardly or bolstering their egos with a false martyrdom. They are showing that fortitude which is the civilian's share, the moral fortitude to do without those things that must be foregone, cheerfully and as a matter of course. They have fallen back upon the resourcefulness that is the American's heritage—the will to find ways of bringing more home in pocket and purse and of making old things do when, by all the standards of normal times, they need to be replaced with new ones.

Families, Incorporated

THERE IS, besides, a new feeling of solidarity in the family. It is an old political maxim—the truth of which is visible in the American nation today—that a single objective unifies a people.

PETER H. ODEGARD

An objective also unifies a family, and these people have something to save for. Not simply the father or the mother or the child, but all of them together, want that farm. And they are working for it together.

The father earns the income. In a sense it is "his money" the family is saving. But the family's life is founded on the principle that each member has a right to share in that income. It follows that each has a right to save a portion of his share. These are real people and fairly typical; they do not think about income and savings in so legalistic a fashion. It is their attitude toward family living that makes defense savings a family affair.

It might not be so simple if there were more children and some were older. There would almost surely be several different objectives—several different desires to be realized by putting off the spending of small sums in order to accumulate a large sum to be spent all at once. A teen-age boy might want a boat, an automobile, an airplane, or an M.D. degree; a girl might want voice lessons or a chance to go on the stage. It might be also that the objectives of husband and wife would differ, the woman wanting, instead of a farm, a new kitchen shining with stainless steel and pleasant with labor-saving machines.



These are the common dreams of Americans, dreams that cannot be realized until the war is won. This fact alone will give unity to a family's saving program, for how is the war to be won if we do not lend the money to pay the men and build the machines? Winning the war so that we may, as a nation and as individuals, go on to build a better life is an objective more potent to unify a group of people than any personal motive can be. It is a goal that is making all Americans one, in spite of their divergent aims.

Furthermore, the saving of money is the practical means of realizing personal dreams that are now deferred. Because of the war, no person can realize his desires immediately. It is therefore easier to plan for the future attainment of the desires of the whole family. This is a time when a program of savings can be most easily arranged so that each member will be working toward his own goal. The woman who wants a new kitchen, the girl who wants voice lessons, the man who wants a shop, and the boy who wants a boat—each of them can save toward bonds that will eventually return their money with interest added. Even though \$25 (the maturity value of an \$18.75 bond) will not buy much of a boat or many voice lessons, it is a start. And, what is perhaps more important, the achievement will result from the efforts of the individual, not from the generosity of the family's income earner. For a family savings program that makes possible the fulfillment of the whole family's dreams will inevitably mean that each member will find ways of cutting down family expenditure.

The Passwords Are Steady and Sure

THERE IS one respect in which the family that wants the farm is not typical. No member of it has yet been asked to adopt one of the methods of systematic defense saving recommended by the United States Treasury. Each of them will be asked, and soon. Millions have already been asked and found willing, and the number grows each day. The defense savings program is designed to increase in effectiveness as the war goes on, for a burst of enthusiastic buying, or even several such bursts, will not suffice. Defense savings must pour into the Treasury in a steady stream if a steady stream of supplies is to flow toward the armed forces. The harder the going becomes, the greater the need for this money will be.

The defense savings program has therefore been arranged so that citizens will be asked to buy defense stamps and bonds by fellow members of organizations of their own choosing; by members of the societies, clubs, and institutions to which they belong and to which they are most attached;

by fellow workers in the places where they are employed; and by their neighbors. Thus no one will be urged to save so much that he has to go without necessities or place himself in an embarrassing situation, for those who do the urging will in most cases be close enough to him to understand his circumstances. Each person will be asked to buy according to the plan best suited to his own particular situation.

For example, in the family that wants the farm the father will be asked to join the payroll savings plan, by which a certain amount of his monthly check will automatically be put into defense savings. The mother will be asked by her woman's club to sign a pledge presented to her by a fellow member, who is "group agent" for the club. At school next Monday the little girl will be given a new official stamp album with one ten-cent stamp in it. Stamp and album will be provided by the local unit of the parent-teacher association, which supervises and aids in the sale of defense stamps in that school.

It would be simpler if all the family saving were done in a lump, by one method. But the results of separate buying are worth the effort to plan out the share of the family's extra money that each member will save. It will make the sav-

ing truly a family affair, not simply the responsibility of one member. Each member will be making his own personal effort to get that farm. Each will be participating in the effort his own community group is making to win the war.

An important part of the effort these groups are making is the attempt to gain understanding. For emotion, however noble, however sharp, leads to impulsive and therefore intermittent action. The persistent, regular buying of defense bonds and stamps that is necessary to win this war requires reason, for reason is the consistent motive, the force that gives continuity to man's efforts. Nearly every important institution and organization* has pledged itself to help its members to gain a knowledge of why we fight, what we must pay for, and how we must pay; of the individual's share in the most terrible and most heroic enterprise on which our nation has yet embarked. On such understanding is based the reasoned patriotism that will bring victory over our enemies in the war and triumph over the problems that will dog the heels of peace.

*The Treasury's suggested defense savings program for schools is called "Sharing America." It has been endorsed by leading authorities as truly educational, and is widely accepted by schools. The National Congress of Parents and Teachers has recommended to its members that they help to make it a success.

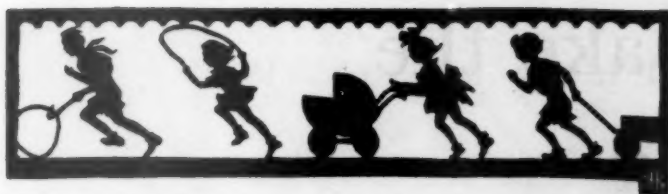
Vacation Time

*Vacation times were happy days; maybe the boy
brought his friends home, or he came alone;
at least one new voice added its laughter
to the lonely house, the rooms not used to it.*

*They killed the Plymouth Rock rooster
they had been saving; once in the summer
they fed him woodchuck and told him it was chicken
and he believed them until he tasted the gravy.*

*At night they played cards, or they sat and talked;
the past months grew brighter in telling.
But while they laughed and talked, secretly
like other persons behind their laughing eyes,
the man and the woman looked at the boy,
and the boy looked at the man and the woman;
and they saw the change growing between them:
the stream of new events like a widening river
dividing the shore of their lives farther and farther,
with no return, and they laughed and talked, but sadness
was under their laughter.*

—FRED LAPE



Sons and Daughters of Tomorrow

JOSEPH MILLER

OUR ideas, our preconceived notions, our very way of life seem to be changing nowadays with such rapidity that we feel sometimes as if we had been picked off the solid, familiar ground by some demonic force and catapulted through space toward an unknown destination. No matter how well we try to inform ourselves, there is no predicting what we shall be thinking and feeling tomorrow.

Times of catastrophic change are difficult to live through. The weak are likely to perish. The narrow and inflexible are likely to be shattered. Only the adventurous, the well informed, those who know large truths from small ones and are willing to sacrifice small values for the really fundamental ones, are likely to come through unscathed.

In view of these facts, we, as parents, need to reexamine all our precepts and values, so that we shall not send forth our children handicapped by ideas and standards unfit for the world of tomorrow.

In the past we have made a fetish of security in child training, forgetting that civilization originated from a succession of adventures into the unknown and that the only security the adventurers had was faith in themselves. That is the only security we can provide for our children.

Many of us used to be experts in nonessentials. We knew just how to eat, how to speak, what the style and custom was for each particular year and locality. We wasted a great deal of effort in trying to live up to these standards and make our children live up to them. We spent much less time and energy teaching children and informing ourselves of events that were shaping, then as now, the destinies of the world. We shall have to reverse our expenditure of time and effort.

The panorama of mass tragedies abroad, showing up dramatically the insignificance of our little everyday worries, should teach us to relax a bit and be still, so that we may gather strength and wisdom. Many of us have been so overtrained by too conscientious parents that we feel guilty every time we rest, read a book, or take a walk as

long as one little task remains undone. A young woman who was suffering from this type of neurosis called on a psychologist. She had a husband who earned good wages; they lived in a small apartment and had no children; yet she was on the point of exhaustion and despair, because, owing to her mother's training, she felt compelled to work from morning till night, continually finding new tasks. She had a feeling of guilt when she as much as glanced at a newspaper. She was advised, whenever she felt this guilt within her, to run herself a warm bath, even if the breakfast dishes were as yet unwashed; to settle herself comfortably in the tub, with a book if she wished, and after she had relaxed completely to go for a leisurely walk or stretch out and read. Only after she had completely rid herself of her unhappy attitude could she begin to make a plan by which she might finish her work efficiently and be free for other activities. Our children will need all the energy and all the sanity they can master for the gigantic task of rebuilding this shattered world. Let's leave them free for it and not develop futile attitudes by overemphasis on little tasks.

WE HAVE emphasized thrift and the ability to make money. We are beginning to discover that protecting life comes first; that making a living depends on the kind of world we manage to create. We shall have to reexamine the training we have been giving our children in this respect.

For the difficult world our children will face, they will need faith in themselves. And they must, above all, remain aware that, while the appointments of civilized living are good and pleasant, there are certain things that are better, because they are fundamental to life itself: the awakening of spring and the calm going to sleep of autumn; the taste of an apple fresh from a tree; affection in all its forms; rhythm in song and dance; a child's trusting, warm hand in one's own; young life to care for and to watch in its unfolding. Happiness is as simple as that. If we can teach them to organize their personal lives around these simple, basic things, they will find a spring of energy and strength that will make them pioneers of tomorrow's great adventure.

They'll Take the Free Road

IN A society adhering to the democratic ideal, certain knowledge must be made known to the young, and made known in such a way that they will never lose or forget it. How to transmit this knowledge, the essence of democracy itself, is clearly shown here, in the seventh article of the series interpreting recent findings of the Educational Policies Commission.

CLEAR, cleancut thinking is the only way to solve the complex and difficult problems of humanity in its struggle toward democracy. Ever since our earliest ancestors began to puzzle over their purposes and their destiny, the history of mankind has been a long struggle, sometimes tragic and stormy, sometimes gay and friendly, toward learning to work and play and live together day by day.

In these times the sharing of thought and feeling is increasing on every hand. In American education no sharing has been more wise, deliberate, clear, and generous than that of the American Educational Policies Commission in their series of profoundly thoughtful books.

They Start with the Old Equipment

The most recent of these books, *The Education of Free Men in American Democracy*, demonstrates the need of teaching children that in order to be free they must acquire a continually expanding knowledge of the nature of man in society. It is our job to recognize that the three R's are not enough; that to know and understand oneself is the oldest, wisest, and most fundamental of principles. We must, therefore, teach children that every person is fundamentally and always different from every other; that even brothers and sisters in the same home and with the same parents are often, if not usually, as different from one another as seven o'clock in the morning is different from two in the afternoon, although both belong to the selfsame day.

We must teach them that all men are driven throughout life by hungers and appetites and desires. These go far beyond the craving for food and drink. From birth to death we crave affection and understanding, companionship and love. We long for recognition and, still more deeply, for channels through which we can pour out our interwoven energies of body, mind, and heart. We have imperious and demanding appetites for rest after toil, for fun and laughter to illuminate our lives. We have a compelling desire to invent, to create, to build, and to improve



things. Hammer and saw, paint-brush and garden tools, paper and pencil, needle and yarn, musical scores and instruments are not luxuries and frills but absolute necessities if our children's creative hungers are to be satisfied and their growth made perfect.

These hungers, desires, appetites, and cravings, like all the powers of man and of nature, are subject to withering, to normal control by the mind, or to abnormal abuse. Accordingly, we must teach our children how to keep their own hungers satisfied without gluttony or nausea. We must show them, too, that because of these cravings human beings are at different times savage and gentle, pious and profane, heroic and cowardly, generous and selfish, merciful and cruel, and that all these qualities make the problem of living, working, and planning together always interesting, difficult and uncertain.

It is only in the clear knowledge of our appetites and hungers and what they do to us that we can teach democracy in home and school. These things explain why Dad is grumpy at night, why Mother sometimes



© Ewing Galloway

MALCOLM S. MACLEAN

flict and undemocratic behavior is that some of us keep our eyes focused only on today, busying ourselves so much with breakfast and lunch and dinner, the morning's washing, the afternoon tea, and the evening movie, that yesterday is an emptiness and we "have no time" to give thought to tomorrow. Others of us have our eyes so fixed upon the past that we see neither present nor future and tend to teach our children to long for the "good old days" that never existed.

Then, too, some of us keep our eyes fastened on the future. We dream of the millennium. We have visions of a better world. We consider the past all bad and stupid and the present a bloody mess. We would like to jump over a thousand years into a brave new world of our own creation. We are the dreamers, the visionaries, and the radicals. If we are mothers and fathers and teachers of this type, we misunderstand; we hate; we quarrel with other kinds of people.

The only wise thing for us to do, if we are to train our children to be free men and to preserve and develop democracy, is so to educate them daily, at home and in the classroom, that they will take the only wise and sound and democratic position. This means realization of the necessity to study and understand the past; to look squarely and keenly at the present in the light of the past; and from this position to project the kind of democratic world of home and school and community that is worth building and preserving.

Such an attitude cannot be taught by means of the old kind of history, which was too often a mere glorified legend of armies and generals, navies and admirals, kings and prime ministers and powerful statesmen. It means teaching a new kind—studying the little peoples of the past, their families, homes, hungers, desires, schools, classrooms, communities; what they wanted and why they wanted it; what they did and why they did it. It does not mean giving courses in contemporary affairs that deal with Pearl Harbors and Singapores and Tobruks, of Atlantic and Leningrad Conferences, to the neglect of life in Fort Valley, Georgia; Sioux City, Iowa; Troy, New York; and Bellingham, Washington. It means a wholly new blend of social science; of the history of the world's little people; of the economics of the farm hand and the day laborer; of political science of town and city, of Negroes and Mexicans who are deviously barred from voting; of ward politics and village scheming for the County Clerk's office. It means study of the sociology of our home and family life; of labor problems in our town, past, present, and future; of housing and slum clearance on the farm or in the village or in the city where we live; and of criminology, not in terms of the number of men in Sing Sing or Joliet, but in terms of the boy who stole a car down the street and the kid who did a stick-up at

bursts into tears, why Suzy and Jack fight and squabble. To learn these things is the only preparation for understanding why California fought to keep the Okies out; why Colorado instructs its Congressmen to fight for protection of beet sugar and silver interests; why American majorities practice many forms of discrimination against powerful and important minorities; and why the mass legions of Hitler and the Emperor of Japan are on the march. Only by learning the nature of each person and his relationship to others—in family, school, and community—can we grow toward freedom and democracy. It is from the little daily squabbles at home and at school that we learn how not to fight over little things. It is in the daily growth of human understanding that we shall at last learn how not to fight in the community, the nation, and the world.

Horizons Yield a Wider View

The Education of Free Men in American Democracy tells us, too, that we must teach our children perspective. One cause of con-

neighbor Jones' filling station. You and I will not have trained our youngsters to be free and to build a democratic society until they know and understand all these things in the light of full knowledge of the past, clear common-sense realization of the present, and sound planning for co-operative action in the future.

Lessons Are Learned of War

The Commission's book sets up a fourth *must* for parents and teachers in the training of children: We must give them day by day a continually unfolding knowledge of the effect of the present crisis on domestic and world relations. The free child, the free man, or the free woman struggling toward democracy has to learn that wars and depressions are merely evidences of failure in knowledge and understanding and cannot, therefore, be traced solely to the scheming of evil men. We must teach our children not to look upon Hitler or the Premier of Japan or even a traitor like Quisling as the cause of all our troubles. Nor, loyal as we may be to President Roosevelt and much as we may admire Prime Minister Churchill, can we put the whole burden of solving our problems upon either of them.

Every one of us has a job in every crisis. Without the backing of men, women, and children like you and me and our sons and daughters, Hitler's organization of the Nazis would have been impossible; Quisling would have failed in the betrayal of Norway; and the militaristic demagogues of Japan could never have perpetrated the attack on Pearl Harbor. Unless we teach our children and ourselves to do the job at hand, we cannot produce the planes, the guns, the tanks, the ships, the men, and the women to win this war.

We cannot stick to our blind and undemocratic prejudices against Catholics or Jews or Mexicans or Negroes or loyal Americans of Chinese, Japanese, German, or Italian descent and have enough skilled hands and trained minds to build what we and our allies must have. And, beyond the war, we cannot construct a better and a more democratic world, strong, gentle, and friendly, if we teach our children to misunderstand other children or feel superior to them because of accidents of race, religion, or economic status.

Instead, we must teach our youngsters that the causes of the world's trouble lie in many things. They lie in the fact that small children, who know nothing of discrimination, are corrupted by their elders. They lie in the alterations of human life through advances of science and engineering. The telephone, the telegraph, the radio, and a thousand other gadgets have killed old jobs for which children might prepare; the same gadgets have built

thousands of new jobs. They have wrested us out of our little isolations and made of us all a world neighborhood. These changes have broken down the old family life, and we must build a new one. They have smashed the old schools, and we must build new ones. They have changed and are changing churches and governments, materials and money. No human institution can go back to its old ways; therefore, our children must be trained in new knowledge, new wisdom, new skills.

Above all, we must teach swift adaptability to change. Fifty years ago our parents, going on a journey, gave a look at the weather, hitched up the horse, started out, and followed the road until they got there, watching the scenery, letting the horse choose his road, and merely keeping a mildly firm touch on the reins. Today it is scarcely necessary, when we go on a journey, even to look at the weather. Our cars have ventilators and heaters and form excellent shelter from wind and rain and snow. We have to keep our eyes on the road and our hands steady on the wheel and look occasionally at a meter, speedometer, oil gauge, and fuel indicator. But our children of tomorrow, like the airplane pilot of today, will have to know weather for hours ahead; plan in detail a journey of a thousand miles to our parents' ten; and keep hands and feet on wheel and rudder control and eyes traveling with lightning speed and comprehension over more than a hundred dials. So with the complexities of future human relations.

They Read Their Title Clear

Finally, as the Commission points out, we must teach our children "of the long struggle to liberate the human mind and to civilize the human heart." We must not confine them to the classical school course in philosophy and literature and art and science. We must select from each of the great thinkers and creators and explorers and prophets a useful sample of thought or action. Each sample should clearly illustrate a principle, a practice, a trial, a failure, or a success; each should illustrate the struggle to set free the human mind and to create understanding and tolerance. We must show them with patience and humor the building of human institutions—good for their times, crumbling and awkward for ours, and impossible for the future. The children of today, if they are to be the men and women of tomorrow, must be tough as steel in body; sharp, keen, penetrating, and courageous in mind; and gentle, wise, and understanding in heart. We cannot have them educated to be like us, half-hearted, half-dumb, half-blind, would-be citizens of a democracy; for upon them lies the responsibility of winning the peace and of reconstructing the world.



© U. S. Housing Authority

All Out for *HOMES*

EDITH ELMER
WOOD

THIS article on housing needs and housing standards of the community is the seventh in the parent-teacher study course, "Defense Begins at Home."

THE American ideal of equal opportunity for every American child cannot be attained until every American child lives in a home that protects his physical and moral health and affords his parents a fair chance to create a normal family life.

When we build a schoolhouse we make sure that it will protect the health and safety of the children who are to spend so many hours in it. It must be soundly built to shield them from wind and weather. It must be spacious enough not to crowd them. It must have sunshine and light and air. The natural and artificial lighting must be such as to protect their eyes from strain. It must be adequately heated. A supply of pure drinking water must be available. Sanitary, modern, and sufficient toilet facilities are a matter of course. Danger from fire is carefully guarded against.

All this is as it should be. Responsibility for providing these standards is delegated to the Board of Education, not left to chance. School buildings are paid for out of local, state, and, to some extent, national taxes, to which all persons, including the children's parents, contribute.

The standards that make school buildings safe and wholesome places for children are even more necessary in the home, where the child spends more time than at school and where the foundations of his physique, personality, and social attitudes have already been laid in the pre-school years.

A home is more than a house, as a human being is more than a body. But a sickly body is a terrible handicap to the individual who has it, and a dilapidated, overcrowded, insanitary house



© U. S. Housing Authority

is just as serious a handicap in developing a high type of family life.

Dr. C.-E. A. Winslow, Professor of Public Health at Yale, sums up the case authoritatively in a recent publication.¹

"Health, however, means more than just staying alive. Health means vigor and efficiency and satisfaction in living. The primary purpose of the home is shelter against the elements and the provision of an inner environment in which man can function to better advantage. The shack which has no heat in winter and the tenement which has no cross-ventilation in summer are not compatible with health. Nor is the dwelling with no sunlight by day and no adequate illumination by night.

"Finally, we must take into account the demands of emotional as well as of physiological health. The home is a work place where some sixty hours of labor must be performed on the average every week. If conditions are not such as to facilitate performance of the household tasks, fatigue results, as surely as in any factory workroom. Some opportunity for privacy—"a room of one's own" or its nearest possible equivalent—is an essential need for emotional health; and on the other hand, opportunities for normal exercise of the social functions are equally necessary.

"Bad housing, as a matter of practical fact, is profoundly detrimental to health; and the existence of the slum is a health problem of outstanding significance. What can we do about it?"

¹Housing for Health. The Science Press Printing Co., 1941.

A community properly planned, properly zoned, and provided with a building code and sanitary laws in advance of any building may be nearly slumless as long as regulations are enforced and it remains prosperous. But once a community has been allowed to grow up haphazard and has accumulated acres upon acres of substandard shelters, it is impossible to get rid of them by regulative measures alone.

The Field of Action

ORDINARILY, new housing is built by private business enterprise, for profit. It is sold or rented to those with sufficiently high income to pay this profit. By and large, that means the top economic third of our families. Families in the middle third are likely to live in older houses, though sometimes they own their own homes. The lowest third, including steady workers on a low pay scale, as well as casual workers and the unemployed, must nearly always be renters under urban conditions.

Public housing can do much to remedy these conditions. It may pay for itself completely, as does a community water supply, or partly, as does a city bathing beach; or it may be entirely paid for out of taxes, as are the public schools. The older countries of Europe, urbanized and industrialized before we were, acknowledged community responsibility for slum clearance and also for the housing of low income groups half a century before we did. Their public housing (especially in Great Britain, Holland, and the Scandinavian countries) is well ahead of ours. But having once grasped the vision and started on the road, America would not be America if it did not catch up and forge ahead. The war and the war effort have interrupted the advance, but they must not be allowed to halt it.

What Has Been Done?

AS READERS of Jean Coman's article in the *National Parent-Teacher* for November 1940 will remember, Congress provided in 1937 the legislative framework for a program in which a Federal agency, the United States Housing Authority (USHA), may make loans and grants to local housing authorities appointed under state laws. These are found in thirty-nine states and several territories. Their function is to clear slums and provide low-rent dwellings for families not properly provided for by private enterprise in their particular locality.

Statistics are cold things, but they represent things that are warm and living—romping children and buoyantly happy mothers and fathers.

Those of you who know some of these neighborhood developments, with rows of trim little brick houses built to catch the sunlight, with safe play spaces for the children, and trees under which the mothers sit with their babies, realize what dividends have been paid in health, hope, and good citizenship.

There are over 600 local housing authorities now. About 100,000 families have already moved from homes of discouragement into homes of hope under the regular program, while nearly 78,000 more such homes are under construction or in the planning stage.

That these homes are truly "homes of hope" is abundantly proved by the standards that provide the basis for their planning. These standards, applicable to all homes, include:

Pure Air—Pure air for breathing is made possible by sufficient window space.

Adequate Daylight—Daylight illumination is considered not only in relation to window space but in relation to the distance of the nearest building and its height above the window.

Direct Sunlight—Sunlight is the greatest of the germicides. Its ultraviolet rays help to prevent rickets in young children. It builds morale.

Protection Against Noise—Excessive noise is now recognized as a menace to mental health. Every effort is made to secure sufficient quiet.

Adequate Space—Play space is made available both indoors and out. This is of vital importance.

Adequate Privacy—All human beings need to be alone from time to time.

Opportunity for Normal Family Life—To a greater extent than many persons realize, this is a question of space. Enough space is provided for family gatherings and for entertaining.

Opportunity for Normal Community Life—A wholesome neighborhood, with educational and recreational opportunities for every member of the family, is aimed at.

Household Conveniences—Conveniences are considered from the standpoint of health, since they prevent over-fatigue, excessive working hours, and unnecessary nervous strain.

Facilities for Cleanliness—Twenty gallons of water per person per day, hot and cold, together with a bathtub or a shower for each family, represent the standard.

Reasonable Aesthetic Satisfaction—Mental health and morale are taken into account in providing a good home appearance.

What Next?

THAT IS a fine beginning, but only a beginning. And now the housing picture, which had plenty of difficulties but also plenty of bright spots, is complicated by the enormous dislocations and urgencies of national defense and finally of all-out war. Our sons, husbands, and brothers are offering their lives on land, on sea, and in the air. To arm them and to supply our allies, our war industries are being stepped up to unheard-of speed. Millions of workers have to be moved from

one place to another for this purpose, and they must be supplied with places to live. If we depend upon private enterprise to supply the major part of the housing, our whole production effort may bog down. The Federal Government, accordingly, is doing a large amount of defense housing and will have to do a good deal more.

It has been suggested that all this additional housing may turn some communities into "ghost towns" after the war. But no community need worry about having too many houses until it has ridded itself of all that are unfit for children to grow up in. If we cannot spare money or materials or labor to carry on the regular program during the war, at least let us so use the necessities of defense housing as to derive the maximum instead of the minimum permanent benefit.

Meanwhile, every community should perfect its program for the great era of replanning that must follow the war if we are to win the peace.

The Role of the P.T.A.

WITH THE growth of towns, the need to learn to live together and work together has grown stronger. In spite of our individualism and our horror of regimentation, we Americans are rather good at doing things together. Our business organizations, women's organizations, church, charitable, and welfare organizations are efficient and powerful. One of these is the National Congress of Parents and Teachers. The position of this group is strategic, for child welfare is an important part of the housing picture. By stimulating public interest, understanding, and support of housing programs for families of low and moderate income, the P.T.A. can insure desirable dwellings for all children.

Especially important is an enlightened public opinion. The cost of bad housing in juvenile delinquency and crime should be studied and made known. It is probably true that a bad neighborhood counts for more than a bad house as a factor in delinquency. But what do we mean by "neighborhood"?

City planners and architects think of surrounding buildings and open spaces. Sociologists and psychologists mean available human society. Much difficulty has resulted from failure to distinguish between the two. Both are important. But a child is vastly more affected by the company he keeps than by bricks, mortar, or plumbing.

The slum is a social catch-all, for human society in a slum area is extremely mixed. A majority of the adults are self-respecting, law-abiding working men and women, in low-paid or irregular occupations. A smaller group has been pushed down from a higher income level by illness, accident, or incompetence. But in inescapable physical proximity to the others, next door, upstairs, across the hall, is the still smaller minority that does the damage—the underworld of vice and crime and corrupt politics. School and church, settlement house and parents present other ideals, and the majority of the children do not become criminals; but the casualty rate is still too high.

And it need not remain so, for the ideal environment for America's children is no utopian dream. It can be achieved. Let us continue to work toward its achievement, not only by participating in community activities to insure adequate housing for all families, but by conserving the soundness, usefulness, and aesthetic values of our homes in every possible way.

The neighborhood of the future will contain safe play spaces for young children under their mothers' eyes. It will supply recreation space indoors and out to older children and meeting places for persons of all ages. Schools, churches, shops, and health centers will be easily accessible. It will be as free from lawless or openly corrupting influences as is humanly possible anywhere.

America wants a Christian civilization. She wants a government of, by, and for the people. She wants to be a land where every child has an equal opportunity. And the parent-teacher association has a unique opportunity to help in fulfilling all three of these basic desires.



© U. S. Housing Authority



© U. S. Housing Authority



Sex in Its Teens

I HAVE a dread suspicion that when we talk about guiding the adolescent in sex matters we flatter ourselves with a false premise. I am sure that adolescents—most of them—turn out well not because of us but in spite of us.

It is not because I am cynical about adults or that I deprecate their efforts to guide the young, but I do believe that on two scores our methods of guiding the oncoming citizen must change—and change decidedly. I shall limit myself pretty well to the sex guidance of the adolescent, not because I think sex is his exclusive or his most important interest, but for reasons I shall explain.

In an article by Dr. James S. Plant, entitled "Some Problems of Adolescence," which appeared in the December 1941 issue of this magazine, the subject was divided into three areas: (1) those problems which belong to parent-child relationships; (2) those problems which belong peculiarly to the adolescent age; and (3) those problems which characterize our times. He touched on all, saying in particular of the second: "With adolescence, however, the sexual life becomes important in its own right."

I do not propose to review the physical changes that occur; they have been well described again and again. The big-footed, noisy boy—the suddenly dressy and "glamorous" girl—we all know them both. Our own changes were the same, expressed differently.

It would be well to think, instead, of the needs

of the adolescent as he stumbles into a new field of growth, feeling, desire. Perhaps most of us who are now adults drifted through adolescence safely and needed little guidance because times were less turbulent. Maybe our world of twenty-five or fifty years ago had fewer threats and temptations about, so that our resulting virtue is not so much noble as accidental. Perhaps that is why we are left indifferent or puzzled by the problems of youth.

Our aims are clear. We want to help these new editions of ourselves to meet life more successfully, more usefully, more happily than we did. Not that we haven't met life well! Or have we? Our aims are clear, but have we learned enough really to help our youngsters?

Two False Premises

I BELIEVE IT is wise to look at our own shortcomings first, admit them, and then openly look for new and acceptable approaches.

First, *we deceive ourselves about sex knowledge*. We imagine that, because we have married and had children and have brought up a batch hit or miss, we know all about sex. I think this is a false conclusion! We have not entirely outgrown the false idea of modesty that prevented a prospective mother from even walking out in the open

and, in many cases, actually deterred her from consulting a physician during her pregnancy. We have made progress, but not enough progress. We love to say that sex is either "too sacred to talk about" or "too vulgar to talk about." That leaves us neatly out of an obligation.

Second, we dabble in sex education but are not really proficient in the sex guidance of our youth, because we are intellectually lazy or smug or falsely virtuous. We ignore or postpone this branch of the child's education as we do no other, hoping that it will take care of itself until a handy future time.

Let us therefore admit, for the purposes of this article, that

1. We know too little about sex and know that badly.
2. We can get help, but we must be more energetic about it. If our belief that youth prefers to stay moral were as loudly heralded as the loose talk to the contrary is headlined—I predict that sex guidance of the adolescent would prove one of the happiest and most fruitful fields of educative effort.

Don't Start Too Late

AND SO to the adolescent himself and his sex guidance! No utterance on this topic would be complete if it did not start with the axiom, "A parent is the child's best social hygiene teacher." Granted! That means, of course, that every child in the block has his own sex hygiene tutor, usually mother, and that she is usually pretty good. The child also gets his mother's guidance in honesty, social usage, food habits, religion, and so on. Parents as teachers may differ in their methods, but in the aforementioned matters they have some generally accepted standards. The difference in slants, methods, and beliefs may be a little confusing to Timmy and Toddy, but they will both survive it.

But it is mother who gets panicky about sex! I am always being asked: "Suppose I tell my little one where babies come from, or the difference between boys and girls, and she tells the little girl next door. Mrs. Blank doesn't tell her little girl anything and doesn't feel as I do in these matters. What would you do? Would you go on answering your child's questions?" In other words, a parent may be a child's best social hygiene teacher, but she's likely to be frightened off by the least obstacle. She would rather drop the whole thing than do an imperfect job. In all other things she simply tries her best; but when it comes to sex, she's too apt to say: "If I can't do a good job, I'd better leave it alone."

But she doesn't leave it alone! She can't. The street, the chum, the movie, animal life—all offer bits of sex information. It may all be good, but then again it may not be, and she must at least stand willing to help her child sort the good from the worthless. Though the child may never be conscious of getting sex information or attitudes, those early years nevertheless set the tone of his later interpretations. If the mother doesn't guide him, she may later regret it.

This article concerns the adolescent, but I have felt it necessary to include the preceding paragraphs, because it is difficult to give constructive suggestions for the adolescent whose previous guidance has been inadequate. For that reason I suggest, dear reader, that you do *not*, if your child has not reached adolescence, lay this article aside with "Timmy is only four; I can wait." I suggest that you get very chummy with *Step by Step in Sex Education*, by Dr. E. H. Swift, and *New Patterns in Sex Teaching*, by Mrs. F. B. Strain.

The Adolescent

IT IS interesting to note from a survey of third and fourth year high school girls in Wisconsin that sixty-five per cent say they would like to ask their mothers sex questions; none wish to ask their fathers. This percentage, it is felt, is rather higher than a similar survey in many states would reveal. For years (since 1918) the parent-teacher associations of Wisconsin have expressed a desire to guide their children in the field of sex but a bewildered feeling in approaching it.

The survey reveals that these Wisconsin high school girls like movies, dances, sports, school functions, "just riding around in a car," and an occasional date at home. The high school girl, then, should begin to know how to conduct herself when away from home. The survey voices a unanimous desire for more clean fun away from home, but it also mentions the difficulty of finding "enough places in town to have decent fun."

The girls are grateful for decent but spotty sex information given to them in classes on biology and home economics and sometimes in physical education classes. An overwhelming majority, however, feel that more information suited to their age could be made an integral part of other high school courses.

A six-year survey* of some 45,000 high school boys in the same state lists the following as sources of sex information, in the order given:

*Survey made by Dwight M. Warner, Wisconsin State Board of Health. The survey of an earlier date (1936) showed the sources of sex information of Wisconsin boys to be the following, given in this order:

1. Other boys	3. Medical books	5. Fathers
2. Science books	4. Magazines	6. Mothers

- | | |
|--------------------------|---------------|
| 1. Biology | 5. Other boys |
| 2. Father | 6. Mother |
| 3. Reader's Digest | 7. Adults |
| 4. State Board of Health | 8. Newspapers |

That school people hesitate because of parental viewpoints, that teacher training schools do not train teachers, that we run around in a squirrel-cage confusion is regrettable. But this much we do know: that, although a parent is a child's first and perhaps best sex hygiene teacher, some other adult is more acceptable to the adolescent.

Briefly, then, whether parents like it or not, whether we are ready for it or not, somewhere outside the home we must "plant" sex hygiene teachers of high quality. I say "plant" because many sex hygiene guides already exist—and not always for good. The venereal disease statistics coming out of Army camps are most depressing! That the prevalence of venereal disease is greater after the selectees are in camp than it was on entering is a fact to heed, not to stew about.

What We Need

THE following things are urgently needed:

Sex information; healthy, absorbing leisure-time activities, individual and group; training of will power; and an appreciation of marriage. Let us consider each of these points.

1. *Sex Information.* In the first place, your adolescent boy and girl know much more about sex than you think. It's clean information, most of it, and it's not brooded over. Tell your adolescent child the truth, and tell it normally; assume for once he's an adult. He does not understand the emotional interpretation of the facts, but that only makes it easier to talk to him. If you feel inadequate, you may have to give him a good book on the subject. A book is always a bloodless substitute for a vigorous, dynamic person, but it is a fine substitute for a quaking, timid soul. A good book for adolescent boys is Rice's *In Training*. Another is Dickerson's *So Youth May Know*. For adolescent girls, there are Rice's *How Life Goes On* and Parker's *For Daughters and Mothers*.

One point you cannot leave to chance. Your adolescent boy or girl must know that prostitution and venereal disease are almost synonymous. You may not like to inform them or have the book do it, but you would like sex disaster less.

2. *Leisure-Time Activities.* Idle time, no fun, bad fun spots, and just drifting around are always the greatest sources of sex indiscretion. Where venereal diseases have been traced down, their source is almost always linked up with leisure-time activity. It is well for Dr. Plant to say in the December 1941 issue of the *National Parent-*

Teacher that "when the adolescent is busily and happily engaged in athletics and scholastic competition, preoccupation with sex is at a minimum." And still we adults allow this athletic participation to be restricted to a few, preferring the small pennant-winning team to total participation. I think of the athletic coach who was dropped at the request of the business men of a town. He had all the boys in football, basketball, baseball; small and tall, fat and thin, bold and timid. They all played and had fun. But nobody drove miles to see them; and what the business men wanted was a winning team with crowds pouring into town. Business! Therefore, exit this excellent coach and enter a coach who overtrained the already hefty athlete and was "good for business."

3. *Will Power.* Sex information minus will power is of course a feeble reed to lean on. The Army camps bear witness to this. Maybe we need more fun for our soldiers; maybe we shall get it and maybe not, and maybe there won't even be time to play. Perhaps the will to win, the will to stay moral, is yet another thing. I believe that the reading of stout biographies, the emulation of fine youth leaders outside the home, and well-deserved praise for sticking to a point are helpful to adolescents. We should not give them too much of the disparaging "Wait until you're my age; I used to believe that too."

4. *Marriage Courses.* And because ninety per cent of these adolescents will marry in spite of depressions or wars, some well-thought-out guidance on the subject should become part of home, church, and school responsibility. Much is being done on the beginning of marriage courses, and enough of general interest acceptable to adolescents is at hand. Deans in high school might well take up, in the senior year, not the sex side of marriage but possibly the two lists Mrs. Strain has prepared in her book *Love at the Threshold*, under the headings "Boys Who" and "Girls Who." The adolescent of eighteen or nineteen could with profit read Dr. Rice's booklet, *The Age of Romance*.

I would conclude by inviting you to sit next to me in one of the several venereal disease clinics I formerly supervised. You might mistake that first girl for your eighteen-year-old daughter's chum. No, she's not hard-boiled, she just didn't know sex emotions were so inflammable. She has syphilis. And that twenty-one-year-old boy without a hat? No, he's not the college athlete! He can't even join the Army! His one foolish fling at seventeen, "to make you a man," as his snickering elders said, has cost him regrets and the state much cash. You don't like that! Neither do I! That's why I plead with you to guide the adolescent in sex.

Foods for Victory

RUTH COWAN CLOUSE

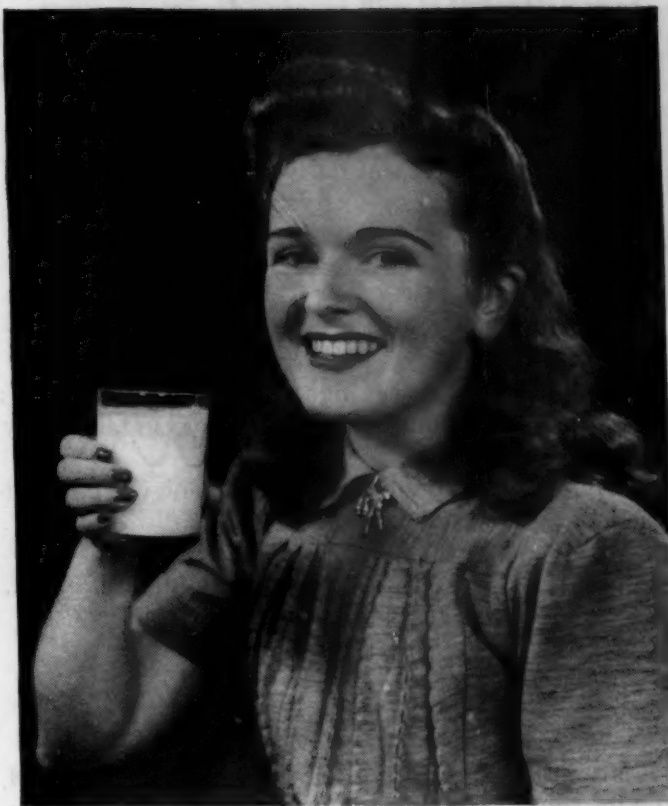


EXPERIENCE in many countries and many wars has proved that in the ultimate analysis a nation's best defense is a population of well-nourished, physically fit persons. Recognition of this fact inspired the slogan "Food Will Win the War" during the first World War and has prompted the expansion of this slogan to

"Food Will Win the War and Write the Peace" in the present conflict. In the words of Secretary Wickard of the U. S. Department of Agriculture, "Food is a whole arsenal of weapons in this struggle for human freedom. It is the driving force behind high production by munitions workers, and topnotch performance and strong morale among soldiers and sailors."

The need for enough food has always been apparent, because the results of partial or complete starvation are obvious to the most casual observer. It has not always been so clearly recognized, however, that the *right kind* of food is as important as the right amount. The right kind of food is particularly important for that nervous and emotional stability, so large a factor in morale, which is indispensable on the home front in this time of total war. The type of hunger induced by insufficient food has been aptly called "hollow hunger"; that which is produced by less conspicuous and less immediately apparent deficiencies in the diet, "hidden hunger."

Realization of the importance of the right kind of food, as well as the right amount of food, is the outgrowth of intensive studies carried on in scientific laboratories by nutrition experts in all parts of the world during the past two decades. Experience in the last World War revealed that in times of emergency many people failed to get the right kind of food. Statistical studies carried out on a nation-wide scale in recent years in the



© H. Armstrong Roberts

United States have disclosed that even in peacetime not more than one-fourth of the large numbers of families studied, regardless of income, are getting enough of the right kind of food. In fact, about one-third of our people are living on diets that must be definitely rated as poor from the standpoint of the food essentials they supply. The need for emphasis on good nutrition in the present emergency, therefore, can hardly be overestimated.

Here's That Yardstick Again

THE ESSENTIALS of an adequate diet have been defined in scientific terms by the Committee on Food and Nutrition of the National Research Council. This group of scientific experts has summarized the most recent knowledge of our dietary requirements in the widely quoted table of "Recommended Daily Allowances for Specific Nutrients," which was first made public at the National Nutrition Conference in Washington last May. This statement of recommended daily allowances furnishes us with a "dietary yardstick" by which the adequacy of our daily diets can be measured.

It is not altogether easy for the housewife who is untrained in the scientific language of nutrition to interpret these recommendations, but they can be interpreted for her in terms of a simple dietary pattern, or "food guide," which is easily used in daily meal planning. A simple and practical die-

tary pattern that will insure adequate amounts of all the known dietary essentials is now being recommended in many magazine articles, posters, and other popular publications. It includes:

Milk:	1 pint daily for adults 3 or 4 cups for children
Meat, fish, or cheese:	1 or more servings daily
Eggs:	3 or 4 a week; more if possible
Vegetables:	2 servings daily besides potatoes; one green or yellow vegetable daily
Fruit:	2 servings daily—one citrus fruit or tomato
Cereals:	At least half of the amount eaten, whole grain or enriched
Butter or fortified oleomargarine:	3 servings daily

No one, certainly not the dietary expert, would claim that this dietary pattern is the only one by which an adequate diet can be obtained. It is, however, the simplest and most practical pattern that is in reasonable accord with the food habits of most Americans. Major changes should be made only with due consideration of the nutritional values of the foods substituted—that is to say, only with the advice of an expert in nutrition or on the basis of a thorough personal knowledge of food values.

Use Your Ingenuity

IT SHOULD also be emphasized that the recommended pattern is intended primarily as a guide for the housewife and meal planner or for the person who has the responsibility of selecting his own meals in various types of public eating places. Needless to say, its use should not and need not



take the fun out of eating, particularly for young children. One need not insist, for example, that the full allowance of milk be drunk as such. The nutritional values of this indispensable food are the same whether it is drunk as a beverage or combined (as either fluid, evaporated, or dried milk) in soups, in beverages, such as cocoa or other milk drinks, or in desserts, such as custard, tapioca, or cornstarch pudding. Eggs also may be combined in custards or other desserts without loss of essential nutritional value.

Most housewives who are accustomed to apportioning foods to the various members of the family will be able to visualize the amount indicated by the term "serving." Lest there be any confusion on this point, it should, perhaps, be stated that the "average serving" of lean meat (without an undue proportion of bone) ordinarily is interpreted to mean about four ounces, or a quarter of a pound, before cooking; and that the "average serving" of vegetable is usually considered as one-third to one-half of a cupful. This does not mean that individual members of the family need always be restrained from eating larger portions! Indeed, larger portions of some foods, particularly vegetables, may be a highly desirable addition to the diet.

Armor from the Kitchen

WHILE ALL of the foods included in the dietary pattern, in the amounts indicated, are essential to the well-balanced diet, particular attention should be called to specified amounts of milk, vegetables, and whole or enriched cereals. Numerous surveys have shown that these foods are very apt to be neglected even in the diets of the well-to-do; that, in fact, only a small proportion of persons in the United States actually consume the recommended amounts. The newer knowledge of nutrition has revealed that, to build sound teeth, calcium and phosphorus are indispensable. These studies also have shown that milk is the most important and most practical source of those two essential minerals. Yet in many children's diets this food is still not provided in adequate amounts. Unquestionably, many of the tooth defects which have caused so many rejections in the draft could have been avoided if the boys who are now candidates for service in the armed forces had had enough milk to drink when they were children.

Next to calcium, the constituent that is most likely to be lacking in present-day American diets is Vitamin B₁, or thiamine. This vitamin has been dubbed the "morale vitamin" because of its apparent importance for the maintenance of normal nervous and emotional control. The widespread deficiency of thiamine in present-day diets is

largely due to the fact that thiamine is almost entirely removed from the wheat grain in the preparation of refined white flour. The loss of thiamine resulting from the use of refined cereals and sugar instead of whole cereals and more natural forms of sweets may amount to as much as half of the recommended daily allowance in the diets of adults, and more than half in the diets of children. This loss is difficult to make up, even by the use of increased amounts of milk, vegetables, and fruits, but is easily supplied, of course, by the use of whole wheat and other whole grain products. For persons who do not like or cannot tolerate whole wheat bread or flour, the United States Government, through the Food and Drug Administration, is now providing for the addition of thiamine to white flour in amounts equivalent to that found naturally in whole wheat. White flour or bread fortified with thiamine and also with iron and nicotinic acid, or "niacin," is known as "enriched" flour or bread. To insure adequate amounts of thiamine in the diet of the average person, enriched flour or bread should be used, preferably exclusively, if whole wheat is not eaten.

You Can Cut the Cost

MANY HOUSEWIVES today are concerned about rising costs and possible shortages of some of the foods included in the recommended pattern. The Department of Agriculture already has under way a program that will insure increased farm production of most of the essential foods, including eggs, milk and other dairy products, meats, vegetables, and fruits. Housewives can aid in this production program by planting home vegetable gardens; by raising chickens; by increasing egg production through proper feeding and scientific care of chickens; and by canning or otherwise preserving the surplus fruits and vegetables raised in their own gardens or in their local communities.

In the event that refined sugar cannot be obtained in customary quantities, many inexpensive substitutes can be employed. Some of these (for example, molasses, brown sugar, and honey) are of higher nutritional value—that is, contain more of the important dietary essentials—than does white sugar itself. Inexpensive cuts of meat, economical forms of milk, and inexpensive substitutes for citrus fruits and tomatoes also are available for the housewife who must trim the corners of her budget and reduce food costs.

Your Defense Job Awaits You

HOUSEWIVES IN every part of the nation today are asking, "What can I do to aid in the war program?" Of all the avenues of service, none is

more important than the correct feeding of herself and of each of the individual members of the family. To accomplish this aim effectively, she will need to obtain as much information as possible concerning foods and food values, as well as information about how to prepare foods so as to preserve their important nutritional values.

Many organizations are now at work on plans to aid the housewife to obtain the nutritional information she needs. Among these are many units of the National Congress of Parents and Teachers, which are sponsoring classes in nutrition that any housewife can attend. If such a class is not now in operation in her local community, any housewife may request the cooperation of the school principal in obtaining one. Other organizations that are sponsoring nation-wide nutrition programs include the American Red Cross and the Division of Defense Health and Welfare Services of the Federal Security Agency in Washington. Information concerning these programs can be obtained on application to the local Red Cross Chapter or to the office of the Coordinator of Defense Health and Welfare Services, Washington, D. C. All housewives can perform an important service for themselves and for the nation by enlisting in this all-important program for defense on the home front.



Nutrition and the P.T.A.

The field of nutrition occupies a position of particular emphasis in the wartime program set up by the National Congress of Parents and Teachers. Members have been urged to inform themselves of the nutritional needs of the family and how to supply them; to encourage study groups in nutrition; and to cooperate with the local nutrition council in raising community nutritional standards.

An important contribution to the nutritional activities of the P.T.A. is the school lunch program. The provable benefits of this project are numerous. An effort is being made to tie up the school lunch with the Victory Gardens project. Through the slogan "Two Rows in Your Garden for the School Lunch" interest has been created and may be expected to expand.

BOOKS *in Review*



YOUR CHILD MEETS THE WORLD OUTSIDE. By Elizabeth F. Boettiger. New York: D. Appleton-Century Company, Inc., 1941. \$2.

WHILE I was reading this book I kept thinking, "Oh, I wish my children had had Miss Boettiger for a teacher!" Fortunate indeed have been those children who were led to meet the world outside through the explanations and demonstrations of this sensitive student of the influences that awaken the child's curiosity and stir his emotions. Any mother who reads the book will find herself impressed with the importance of the contacts her child is making and of her own obligation to make those contacts meaningful.

Your Child Meets the World Outside is of special interest at present, because we who live with children today are faced with the task (wouldn't superhuman be a good word to describe it?) of somehow making intelligible to them the puzzling, frightening, anomalous conditions under which they live. The story of how the author's father explained to her, a little girl at the time, the aggression of Germany in the World War; her discussions of how we may help children to become critical of what they read and what they say, of how we may combat the influence of the pressure advertising our children are exposed to; her account of the fields of new knowledge into which a group of children were led by their casual interest in the building of a new house—these are just a few of the concrete helps presented.

The plan of the book is an orderly presentation of the four worlds to which children are gradually introduced: the world of nature, to be cherished and understood; the world of machinery, which includes toys and automobiles, radio and movies; the world of people, people toward whom tolerance and sympathy will be learned only if adult attitudes are unprejudiced; and the world of community living, in which a child will feel he "belongs" only if he understands something of his part in it.

Simply stated, readable, and well illustrated, this book is one parents will welcome because it is "different." Instead of saying the same old things in the same old way, it says new things that we have been wanting someone to put into words.

—MARION L. FAEGRE
Institute of Child Welfare
University of Minnesota

MISS SUE AND THE SHERIFF. By Robert Burton House. Chapel Hill: University of North Carolina Press, 1941. 118 pages; \$2.

EVERYBODY'S LUCK, good or evil, begins on the day on which he is born. Robert Burton House was lucky. And in this little book he explains how lucky he was and how much he owed to his parents, especially his mother, Miss Sue. In a way this might be the boyhood story of any man writing about his mother and father and brothers and friends, except that any man who wished to write as Robert House does would have to possess his powers of expression, his humor, and his keen sense of the little things in everyday life that make life worth living.

His mother, born in Warren County, North Carolina, belonged to the grand Virginian tradition. When his father met her, she was teaching school in the neighborhood, and there was never anybody so good as she at that. "A nation could leave its destiny safely under such influences as her teaching and mothering." She loved books, and she passed on the gift of reading to her sons. "One found oneself reading by the spell of her presence with books. Her culture was such as is caught and not taught." As a mother she belonged to the tradition of the plantation mistress—"A tradition of physical endurance and resourcefulness in meeting every emergency." Twenty-one persons sat down at her table every day. She could do everything better than the people she employed; whatever the work—cooking, mending, nursing, churning—she was a leader and a director. She was a beautiful woman, calm, sympathetic, sensible. In marrying the Sheriff she left the "broad sweep of farm acres" and came into a home dominated by machinery—sawmills, gristmills, machine shops. The Sheriff deeply loved his wife, whom he regarded all through his life "as a gracious gift of God . . . nobody was good enough for her." He was salty, tough, and at times bellicose, though never dangerous. The Negroes understood him. When at times he became whopping mad at them for their laziness, they would whisper to one another "You better look out; the Sheriff's spitting cotton this morning."

The other characters in this book are the House family connections by marriage: Uncle Barney, who lived by his imagination, making up great

stories of "working on the bres'works" during the war; Uncle Charlie, supervisor of the sawmill, his wife Aunt Lula and their five children; Uncle Johnny, whose "life was a series of decided entrances into this business or that, followed by equally decided exits"; Grandma; Aunt Winnie, the teacher; a host of other cousins and aunts; farming neighbors, the hired help, and the Negro servants,—all of them are woven into a series of etched vignettes presenting a way of life that, in respect to fundamental human relationships, must surely have contributed much to the greatness of this country.

Religion played a definite part in this life. Even Barney, the official loafer, got religion. It struck him, he said, "in the muscle of his arm when he was coming home from Sis Julie's prayer meeting." They had their Sunday school classes, church, and annual revival meeting. But they were sustained by other things than religion. Lumbering, from cutting logs in the woods to selling the finished goods, occupied the attention of the men and older boys. The chores around the

farm and the care of the stock kept the women and younger children busy. The routine of schooling and work was frequently broken by unusual events; barbecues, square dances, readings, house parties, and plays. Company came in on the sawmill train, hunters from the north, visiting preachers, neighbor boys and girls, and "always kinfolks company."

There is no need of trying to explain the hilarity and deft wit that runs through the ten sketches of the House family in this book. To be fully enjoyed they should be read aloud. The wit-tiest and most skillfully written, I think, is the story of that "gracious, gentle, and charming being"—Mary, the cow. Robust humor and vivid individuality characterize the sketches. I think their chief attraction, however, lies in the fact that they give one the sense of having been written out of a man's whole experience.

—GUY R. LYLE

*Librarian, Woman's College
University of North Carolina*

Child Health Day—1942

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A Proclamation

Whereas the Congress by joint resolution of May 18, 1928 (45 Stat. 617), has authorized and requested the President of the United States to issue annually a proclamation setting apart May 1 as Child Health Day:

Now, Therefore, I, Franklin D. Roosevelt, President of the United States of America, in recognition of the vital importance of the health of children to the strength of the Nation, do hereby designate the first day of May of this year as Child Health Day.

And I call upon the people in each of our communities to contribute to the conservation of child health and the reduction of illness among children by exerting every effort to the end that before May Day, Child Health Day, children over nine months of age be immunized against diphtheria and smallpox, the two diseases for which we have the surest means of prevention.

In Witness Whereof I have hereunto set my hand and caused the seal of the United States of America to be affixed.

Done at the City of Washington this sixth day of February in the year of our Lord nineteen hundred and forty-two and of the Independence of the United States of America the one hundred and sixty-sixth.

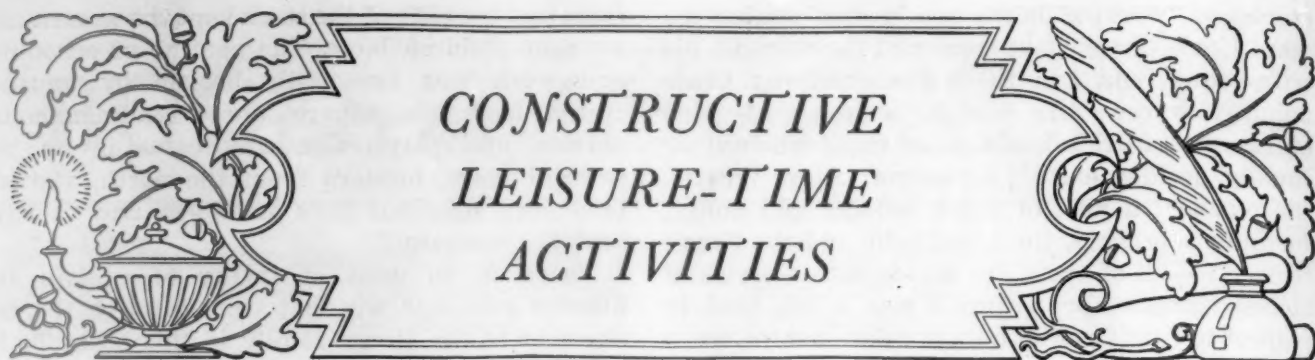
[Seal]

By the President:

CORDELL HULL

Secretary of State.

Franklin D. Roosevelt



CONSTRUCTIVE LEISURE-TIME ACTIVITIES

IN the chaotic condition of the world today it is the responsibility of parent-teacher leaders and members all over the country to maintain the stability of our children and youth by assuring them a normal way of life, in order that they may be ready to assist in bringing order out of chaos when the reconstruction period comes. The National Congress of Parents and Teachers is the only organization that potentially touches closely the life of every American child. With many parents actively participating in defense activities, it becomes increasingly necessary that we now concentrate our efforts on child welfare in all its phases.

Since the beginning of the free educational system, the stress has been upon formal education in the accepted subjects. At first, to a great extent, the home cared for physical needs, the school for academic instruction, and the church for moral and spiritual guidance. Each agency operated more or less independently. With the organization of the National Congress of Mothers in 1897 came the first united effort to correlate these agencies.

For many years, too, reading, writing, and arithmetic formed the basis of all elementary education, but from observation and experience educators have discovered that other subjects of almost equal importance must be included in the curriculum. Among these is recreation. It is only recently, however, perhaps since the turn of the century, that we have begun to realize the full importance of recreation in the education of the child.

By recreation we do not mean highly specialized athletics, such as football, basketball, and other sports in which only a few actually participate; we mean a well-rounded program in which every child may have a part. School buildings have been used for a few hours each day and then closed until the next day. School playgrounds have been used for short recess periods and then guarded to keep the children from trespassing. Especially tragic is this ruling in congested areas where children have no place to play except on sidewalks

THE clearer our view of the goal, the more intelligent our plans and our performance. The platform adopted at the 1941 Convention of the National Congress of Parents and Teachers embodies the clearly seen and consciously approved goals of present-day parent-teacher endeavor. This platform is to be interpreted month by month in a series of articles contributed by the vice-presidents of the organization. Through their guiding words the guiding hands of local leaders may find support for programs that mean progress.

or in the street, with no supervision or guidance except the oft-repeated admonition of parents to "be careful," an admonition that is apt to lose its effectiveness with repetition. Millions of dollars of taxpayers' money are invested in school buildings and grounds; have we not a right to ask that these buildings and grounds be made available as recreation centers for both children and adults?

ALL WORK and no play makes Jack a dull boy" is an old adage entirely applicable to the present day. Organized, supervised play or recreation is as vital a part of the child's education as the three R's. Playground activities build character by the development of initiative, leadership, true interpretation of human relationships, and—perhaps most important of all—good sportsmanship. However, a school or public playground without a trained supervisor may be little better than no playground at all. A director of recreation will probably necessitate a slight increase in the school or community budget, but surely we are justified in requesting an arrangement that is necessary for the complete education of "all the children of all the people."

For several years the National Congress of Parents and Teachers has earnestly requested the

establishment or maintenance of public playgrounds and recreation centers, especially in urban centers, to assist in the constructive use of leisure time by the unemployed. That class is less numerous now, but in the place of its need comes the demand for wholesome recreation for our boys in service in training camps, many of which have inadequate recreational facilities. The strain under which every individual, both in military and in civilian life, is now living may be lessened and temporarily removed by participation in a community recreation program. Professionals in the fields of music, art, drama, and travel have gladly contributed their services to diversify these programs. Our national morale, defined by some one as "keeping one's chin up," will be more easily maintained if we have well-organized, effectively operating community recreation centers.

THE DEVELOPMENT of library facilities was also marked by slow and gradual progress. And even today, despite the recognition that libraries are instituted by and for the people and are almost indispensable in the present-day educational system, statistics reveal that many communities—rural, for the most part—do not yet enjoy the privileges of library service. There is a marked deficiency in county libraries, which furnish the most satisfactory reading service for rural communities. During the past few years the bookmobile, a traveling library, has reduced that deficiency to some extent.

Whether for leisure, for education, for vocational advancement, for research, or for the dissemination of knowledge, every citizen is entitled to the facilities of free public library service. Most urban school systems maintain school libraries, which, when augmented by the public library, make available to students information on any desired subject. A well-trained staff in the public library assists patrons to choose the materials in which they are most interested, conducts reading circles among the children, and gives book talks to the schools. But what of our rural population? The 1940 White House Conference includes in its findings this statement: "Since there is little hope of redressing the rural library shortage through local funds, the conference recommends state encouragement and assistance in developing and extending local library service; special federal grants for establishing rural library service." Our commitment to our pledge to obtain advantages for every child everywhere makes it mandatory that we use the utmost effort to secure adequate free library service for every community in the United States.

Another significant factor in the recreational life of children and youth is the growth of national organizations that serve constructive purposes.

During this period of unrest, uncertainty, and almost frenzy, it is more than ever necessary to encourage and assist such character-building institutions as the Boy Scouts, Girl Scouts, Campfire Girls, Boys' Clubs, Y.M.C.A., Y.W.C.A., and others of the same type. Their contribution to the education of the "whole" individual is inestimable, and their stabilizing effect upon both youth and adults is one of the bulwarks of the community. Whether they are maintained privately, by public funds, or from community chests, they deserve our full support.

CHARACTER EDUCATION taught as a special subject every day or every other day from tenthirty to eleven has always seemed a paradox to me. It cannot be taught as an isolated subject, because it is an intangible something that is an integral part of every other subject and every activity. In a city in the Middle West there is an organization called Boys' Town, organized and operated much like Boys' Town in Omaha, though on a much reduced scale. Its activities are supervised by a trained volunteer leader under the jurisdiction of the city park board. Its clubhouse was built from lumber donated by a railroad company from an abandoned suburban station. Volunteer labor by the boys and their fathers erected the building, and the few additional supplies were bought with a fund obtained from a circus produced by the boys. Maintenance is provided by levying dues, a nominal sum, increased by the efforts of the parents, who have an auxiliary organization.

The majority of these boys are underprivileged. Until this project was launched they were a problem to the community and often landed in juvenile court. They now have a court of their own and are very strict in meting out punishment to offenders. Leaders have been developed where no one ever expected to find them, and they in turn are assisting groups in other parts of the city to effect a similar organization. The great need in this as well as in all other character-building efforts is for trained adult leadership. There is no more valuable community contribution than that of leadership, without which these groups cannot function.

In our zealous efforts to cut local budgets to make more money available for national defense, recreation programs and character-building institutions must not be sacrificed. Of what avail will be our efforts for victory if our young people are not prepared to carry on? They are our future citizens. Upon their shoulders rests the responsibility of directing the new democracy. They must be given every opportunity to develop into the best we have ever had. Also, for the adults who are making their contribution at home, we must maintain every service that will keep courage and

morale permanently at the highest possible level.

Total defense for American democracy—the term is all-inclusive, and in its analysis there must be included freedom of the press and preservation of radio programs and motion pictures. With the advent of the radio came another agency of great importance in its influence upon children—came, in fact, a new type of education, the listening type. We have always had the study-and-recitation type; we have long known the procedure of debate and open forum; but only recently have we had to become good listeners. To be a good listener is an art often more difficult to master than that of being a good conversationalist. It is true that discussion groups have been organized in some instances to discuss the important points of certain radio programs, but concentration on listening must serve as a foundation for that discussion. In the main we are now learning by listening.

PARENTS ARE alert to the fact that not all programs are good, and they often have difficulty in diverting the attention of their children from programs that upset them emotionally and have no educational value. Developments within the industry and remonstrances by parents have alleviated some objectionable features, and today we recognize completely the place of the radio in education. We encourage public school programs that are of great interest to the children and serve as a means of interpreting the school system to the general public. At present the radio fulfills an important mission in keeping us up to the minute on releasable world news and then in relieving tension by a high-type entertainment feature. Sponsors of commercial programs are becoming constantly

more aware of the part they may have in the education of the American people, and we may expect their offerings to improve accordingly.

Motion pictures, too, affect greatly the wholesome development of children and youth. They occupy much the same position as the radio. Again, the responsibility of assisting the child in making right choices lies largely with the parents. Parents cannot send their children promiscuously to the "picture show" without knowing something about the picture and about the emotional, moral, or physical effect it may have upon them. So-called double features should be avoided. Indeed, we look forward to a time, not too far distant, when they will be entirely eliminated. Motion pictures combine visual and aural education. They and the radio have a definite place in augmenting school education, particularly in such subjects as geography, history, and biography. But they must be used with the greatest care and caution. Their recreational value to the individual and to the community must not be overlooked.

The National Congress of Parents and Teachers has a stupendous task ahead of it for the next generation. With its comprehensive program prepared and directed by nationally recognized leaders in various fields related to child welfare, we can give vital assistance not only to *save* our democracy but to provide for that democracy the type of leadership that will be required. Two and a half million men and women in this country devoted to the purpose of securing the best for every child everywhere have indeed the future of our nation in their keeping.

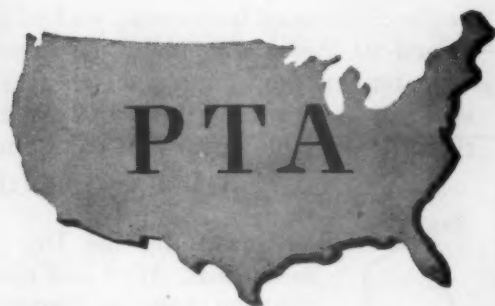
—EDITH E. HUGHES
Vice-President, Region IV

WHOOPING out of a tavern in suburban New Rochelle, N. Y. at 3:30 a.m., four high-school-age boys hopped into a jalopy and set off up broad North Avenue. Soon they sighted an older friend driving another car and began to play. Weaving around, they managed to bump their friend's car twice—and caromed into a tree. All four boys were killed.

On the grounds of New Rochelle High School the totally wrecked jalopy was placed as a grim warning to the city's youth. And shocked parents and school officials learned that New Rochelle bars were an after-school hangout; that a survey showed 94% of high-school youngsters questioned drove or expected soon to drive cars; 28% of those who drove had no licenses; 57% had been in automobile accidents; "wrinkle fender" (i.e., automobile tag) was a popular game.

The Parent-Teacher Council staged a meeting of parents, policemen and schoolmen last week to consider what to do, decided that 1) New Rochelle parents had been too lenient with their children, 2) if their town had better recreational facilities, their youngsters might spend less time in bars and roadhouses. A curfew and parental ban on juvenile driving were proposed but quickly rejected as too hard to enforce. The parents temporized by agreeing to try to make their children come home earlier at night; police promised to shoo minors away from bars.

—From *Time*, February 16, 1942. Reprinted by permission.



Frontiers

KANSAS

Readers All. Recognizing the tremendous influence of books on the lives of both children and adults today, the library committee of the Lawrence Council of Parent-Teacher Associations in Kansas sponsored a community-wide celebration so rich in interest and variety that for one entire week books became front-page news. The schools, the University, libraries, churches, the press, various leading organizations and merchants all played their part in a unique Book Week celebration. Thirty-eight book exhibits, each built around the interest of its sponsoring organization, were displayed.

The American Legion used as its theme "Democracy and the United States"; the Sportsmen's Club, "Conservation"; Haskell Institute showed books and art on Indian culture; the Douglas County Historical Society, the Daughters of the American Revolution, the Grand Army of the Republic, and the Women's Republican Club all had historical displays. Books by Lawrence writers made up one window; the County Medical Society had a collection of literary books by medical men, as well as more staid scientific books; the Farm Bureau's display was built around nutrition; and the Business and Professional Women had a shelf of books on vocations for women.

In their display, the public schools contrasted old texts with new. The Girl Scouts and the Boy Scouts each had exhibits relating to the activities of their organizations. There were several windows of children's books: a display of low-cost books for children, all classics and none costing over a quarter; one displayed the "Forty Books Every Child Should Read Before He is Sixteen"; another, children's books of long ago; while still another window contained a colorful and irresistible collection of newer books for children.

There were displays of reference books; eighteenth century books; hobby books for grown-ups; old and new cookbooks; poetry; and two windows of translations—one from the Germanic, one from the Romance languages. The Ministerial Alliance presented religious books; the Women's City Club, autographed books and collectors' items; the

American Association of University Women, books used in its Children's Theatre. The Flower, Art, Music and Camera Clubs furnished delightful windows. A Lawrence publishing company had a window on "The Making of a Book"; the University's art department featured a display on book-binding, and the art department of the public schools a showing of books bound by the school children.

Attractive Book Week posters by school children were placed in schools, libraries, public buildings and "on the street," arousing interest all over town.

A proclamation by the mayor opened the week officially, and many ministers used books as Sunday sermon themes. Stories were featured every day in the local press, and during the last four days one-minute interviews with citizens about Book Week were published daily. Book reviews were given at the public library, and a talk on children's reading. Book lists were also available.

The enthusiasm grew through the week. "Fans" visited windows again and again; school children wrote stories about their favorite displays and books; college students produced themes. "Books are exciting," "Reading is fun"—these comments were heard on every hand.

But running through the interviews and in the spoken comment was a soberer note. As one school board member said: "The books say to us: 'In this country there is toleration for the thinking and the tastes of every person. Each citizen may think what he wants to think and express what he thinks.'"

Our first city-wide Book Week observance was a great community endeavor. It was a gay, festive week. It was a grave, impressive week. It deepened for all of us our belief in the eternal verities. "Forward with Books."

—RUTH GARVER GAGLIARDO



Special Service Meets a Special Need. Opportunity knocks but once—so we have many times been told—but the Little Rock Council of Parent-Teacher Associations in Arkansas believes that

with enough concerted effort on the part of interested citizens the lady can be induced to take an encore.

With such an optimistic philosophy as an inspiration, the Opportunity Parent-Teacher Association was formed, on October 7, 1941, for the benefit of maladjusted children who attend Opportunity school at Juvenile Hall. These children are wards of the county for the all too familiar reasons of broken homes, poverty, insufficient guardianship, and juvenile delinquency. Some children from the public schools who are in need of social or educational adjustment are sent to the school for short periods.

The purpose of the P.T.A. is to bridge, as far as possible, the gap made by insufficient parental interest and to furnish a background conducive to character building. We believe that we are pioneering in a new field of thought in the parent-teacher movement; so far as we know, this is the only project of its kind in the United States.

The membership is open to any civic-minded adult in the community who has a genuine interest in children. Many women who have mother hearts but no children have found this an excellent medium of self-expression. Already there are sixty-five members. More enroll at every meeting.

Recreation being almost absent from the routine of these boys and girls, the P.T.A. formed a transportation committee to furnish cars to take the children on trips to places of interest—such as the Art Museum, the State Capitol, the movies, and once to a circus. Picnics and swimming parties are arranged in season, along with other activities that are afforded children in the public schools.

At Thanksgiving the school was given a food shower, and at Christmas a tree was arranged, each child receiving as many as three gifts. One of the students played Santa Claus.

The children are beaming with interest and eagerness to please. They work hard at memorizing poems and songs with which to entertain the ladies on P.T.A. day.

Mrs. Vernon Hall, president of the Little Rock Council, has this to say concerning the movement: "We are hopeful that our parent-teacher organization, with its love for children, and with its far-visioned purpose of developing the whole child to the fullest stature possible, will become a vital factor in readjusting the lives of pupils at Opportunity school. We believe that one important channel of helpfulness is companionship. . . . Inviting the child to our home for a day or a week-end occasionally when he may sample the savory goodness of a normal home life will effectively show him the meaning of true democracy."

Realizing that the boys and girls of today will

be the citizens of tomorrow, we feel that we cannot afford to lose the opportunity presented by the very tender age of many of these children to instill into their minds the principles that will make them dependable future citizens and patriots.

—RUBY R. WALTON



Continuing the Drive Against Tuberculosis. War and disease are evils that go hand in hand. Already tuberculosis, which has been on the decline for many years, appears to be taking an upturn of world-wide significance. Reports from war-torn Europe show a decided increase in deaths from this disease. Stress and strain and lengthened hours of work already seem to be accountable for increase in the tuberculosis rate in our country's industrial centers. With heightened tension, greater activity, and overtime work, with the concentration of great numbers of people in crowded areas that lack health facilities, correspondingly increased vigilance is needed.

In a statistical summary compiled by the National Tuberculosis Association it is revealed that tuberculosis killed more Americans in 1941 than were killed in action or died from wounds received in action during the first World War.

That defense against disease begins at home was demonstrated by the New Jersey Congress of Parents and Teachers at its forty-first annual convention, held in Atlantic City this past October, at which time chest X-rays for one dollar each were made available to the delegates. This project emphasized to parents the part they should play in protecting their children.

It is a well-established fact that tuberculosis is always acquired from another person. Home life is intimate, and many a child receives his infection from an undiscovered source of disease, which may exist in any member of the household.

It was gratifying that in the closely scheduled convention program eighty-one delegates made opportunity to avail themselves of the X-ray service. In this group, although no active disease was discovered, ten were found to have primary infection with demonstrable lesions and other abnormal chest conditions.

Advance and follow-up publicity was carried in a large proportion of the state's three hundred daily and weekly newspapers and in state and local parent-teacher bulletins and educational magazines. Perhaps the most significant results were the enthusiasm of those who participated and the many requests that a similar service be publicized and made available to parents in local communities.

—EDNA YOUNG BOND

Parent-Teacher Study Course Outlines

Study courses directed by ADA HART ARLITT

DEFENSE BEGINS AT HOME—

Article: ALL OUT FOR HOMES—By Edith Elmer Wood (See Page 21)

I. Pertinent Points

1. The Children's Charter and other documents have pointed out that the American way of life is based upon equal opportunity for every child. Equal opportunity depends in part on the type of homes that families can provide for their children.
2. However great the effort of the community to promote health in schools and in public buildings, this effort will be of little use unless the home is so built and planned that it not only houses the child but protects his physical and moral health.
3. Every home should provide "pure air, adequate daylight, direct sunlight, protection against noise, adequate space, adequate privacy, opportunity for normal family life, opportunity for normal community life, household conveniences, facilities for cleanliness, and reasonable aesthetic satisfaction." These are minimum standards for good housing.

II. Questions to Promote Discussion

1. What are some points that families should look for in the houses that they purchase or rent?
2. What are some points to look for in plans made for building a home?
3. How can neighborhoods work to eliminate poor housing and promote homes that meet good standards?
4. What is the role of the parent-teacher association in a community or county housing program?

References:

- Wood, Edith Elmer: *Introduction to Housing, Facts and Principles*. Washington, D. C.: U. S. Housing Authority. Obtainable from the Government Printing Office. Price, 30 cents.
- Coman, Jean: "Children Preferred," *National Parent-Teacher*, November 1940.
- Justin and Rust: *Home and Family Living*. Philadelphia: J. B. Lippincott Co. Pages 418-491.
- Matthews, Mary L.: *The House and Its Care*. Boston: Little, Brown and Co.
- Schultz, Hazel: *Housing and the Home*. New York: D. Appleton-Century Co.

HOW WE GROW—

Article: MAKING FRIENDS—By Bonaro W. Overstreet (See Page 4)

I. Pertinent Points

1. One of the most important assets a person can have is the ability to make and keep friends. Friendships are not the result of accident but of qualities of character and personality, both inherited and achieved.
2. Standards for judging the assets and liabilities of persons who will become his friends are received in large part from the child's parents. Before the child enters school his attitudes toward people, the degree of his friendliness, and his ability to make contacts are fairly well developed.
3. Good habits of "talking about people," habits of "give and take," habits of emotional control, general politeness, a sense of responsibility and general dependability, a capacity to be entertaining and to be interested in others, play an important part in making and keeping friends. Since these are habits, they can be developed by adequate training, though the ease with which they can be developed will depend upon the individual parent and child.

II. Questions to Promote Discussion

1. What are some ways in which parents help or hinder the development of friendliness in their children?
2. How can parents plan their children's schedules in such a way as to make the best use of neighborhood contacts?
3. What are the stages in the child's social development that determine the number and kind of social contacts he can make?
4. How can parent-teacher associations help young parents to develop friendliness in their children?

References:

- McGinnis, Esther: "Among His Peers," *National Parent-Teacher*, January 1942.
- Jersild, Arthur T.: *Child Psychology*. New York: Prentice-Hall, Inc. Chapters VI and VII.
- Folsom, J.: "Education for Human Relationships," *National Parent-Teacher*, March 1939.
- Wolf, Anna W. M.: *The Parents' Manual*. New York: Simon and Schuster. Pages 151-154.

Around the Editor's Table

AS announced elsewhere in this issue, the April number will introduce a war supplement that will report to the nation what the National Congress of Parents and Teachers is thinking, doing, and feeling in wartime America. This alone is not, however, the prime purpose of the war supplement. Every article and every feature considered for publication will be brought under careful scrutiny, for each one selected must indicate definitely, in one way or another, the future responsibilities that belong to the particular genius of the parent-teacher association. This is the standard upon which publication will be based. Broadly gauged, the war supplement will cover seven points in a program of war activities in which it is believed that parent-teacher members, working through their local associations, can make a positive and a permanent contribution to the nation's welfare. These seven points are:

1. Conservation of human and natural resources.
2. Registration and identification of children.
3. Health through nutrition and increased production of protective foods.
4. The educational emergency.
5. The national Victory Book Campaign.
6. Prevention of epidemics through immunization.
7. Purchase of defense savings bonds and stamps.

In the task of covering them reliably and skillfully, the editors of the *National Parent-Teacher* will have the assistance not only of parent-teacher leaders but of nationally recognized authorities in each area selected for special consideration.

It will be everywhere conceded that war aspirations and war conferences alone can produce little noteworthy benefit. Such factors become valuable only in proportion to the number of men and women who are informed about the nation's needs, who realize the resources of their individual communities, and who know in what directions these resources should be turned. It is hoped that the war supplement now in process of preparation, as well as those to follow, will aid in building the understandings called for by the activities selected for study. It is hoped also that the material presented will contribute to the planning, perfecting, and carrying out of parent-teacher war activities that will guarantee progress in America's fight to preserve a way of life based

upon freedom and social decency. In short, parent-teacher associations throughout the country have an appointed part to play in the present world drama. To help them play this part with imagination, with understanding, and with unrelenting perseverance will be the essential function of the *National Parent-Teacher* war supplement.

ONE CANNOT speak of parent-teacher efforts in wartime America without referring to the current radio program of the National Congress of Parents and Teachers, the series entitled "On the Home Front." The month of March and the first two weeks of April, which conclude the program, promise much of interest to our radio audience. "Let's Play Safe," "Hold That School Line," "Getting the Most for Our Tax Dollar," "Let's Finish School First," and "The Family Gets Along"—these are the topics you will hear discussed by parent-teacher leaders and guests.

A LETTER RECEIVED from one of our contributors, Ralph H. Ojemann of the Iowa Child Welfare Research Station, tells of some of the questions today's children are asking their parents, who in turn are asking how these questions should be answered. Of course, practically all of them concern the war: "What will the Germans do? Does it hurt to get shot? Can I drive a big bomber? Why don't we build bomb shelters? Will Hitler come over here?" Articles dealing with what is going on in the minds of our children and how their mental and emotional development may be guided to insure a sense of security and a calm and reasoning intelligence will be published in forthcoming issues of the Magazine.

ADA HART ARLITT, an associate editor of the *National Parent-Teacher*, has prepared a parent-teacher study course for 1942-43 that she has realistically titled "America Pitches In." Many of our parent-teacher leaders are already looking ahead toward next year's programs of study and discussion. In order that they may begin now to lay the groundwork for a successful year's endeavor, we are announcing in advance the topics to be covered. They are: "The Family Takes the Job," "What Youth Can Do," "Flora McFlimsey Has Nothing to Wear," "Foods I Have Known," "Money Makes the Mare Go," "A Penny Saved," "Your Community and You," and "The New World—Is It Brave?"

The Case for Safety

PERSONS killed, 101,500; persons injured, 9,300,000; cost—\$3,750,000,000. That was the 1941 accident toll in the United States. The toll was greater than in 1940 by 5 per cent, or 4,600 lives. Huge as it was, however, it was not the highest on record. In 1936 there were 10,052 deaths. The 1937 toll also topped 1941.

All accidents were 5 per cent more numerous than in 1940. Motor vehicle accidents were up 16 per cent; occupational accidents, up 6 per cent. This dark picture is relieved only by the fact that home fatalities decreased 3 per cent and public fatalities (not motor vehicle) 3 per cent.

Increased activity in all fields was the key to the greater accident toll. These facts stood out:

1. The 1941 accident toll among men in the expanding selective service age bracket (20 to 45) was 26,000—almost two Army divisions.
2. Approximately 18,000 workers were killed by occupational accidents. An additional 25,000 were killed in off-the-job accidents. This represented labor sufficient to build twenty battleships, 200 destroyers, and 7,000 bombers.

The traffic toll (40,000) was an all-time high. The effect of the ban on new automobiles and tires is now under consideration. In the judgment of Sidney J. Williams, director of public safety for the National Safety Council, this ban will not automatically solve the traffic accident problem. Mr. Williams says the curtailment may reduce accidents if it (1) reduces sharply the number of cars in use; (2) influences those who do use cars to drive less; and (3) influences motorists to drive more slowly and carefully.

But, in Mr. Williams' judgment, it is more probable an actual increase will occur, because:

1. Motorists will be driving older cars and may find it difficult to keep them in safe condition.
2. Many tires will be used beyond the safety point.
3. Many cars unfit for service will be used.
4. The tempo and urgency of war production and transportation will be increasing every day.
5. Blackouts may occur in many cities.

"There is also an intangible in the present situation," Mr. Williams added. "Safety leaders and the public feel that the auto and tire curtailment takes care of everything; there may be a serious letdown in individual and organized safety efforts. This must not happen. The problem of traffic accident prevention will never solve itself, barring a complete ban on the private use of gasoline."

All age groups were adversely influenced by the tragic motor vehicle fatality rate in 1941; fatalities were 11 per cent more frequent than in 1940 among preschool children and 16 per cent more frequent in the elementary school group.

—MARIAN TELFORD, National Chairman
Committee on Safety

CHILDREN IN A DEMOCRACY

Program Outline

Learning About Money

Refer to the following article in this issue:

A FAMILY AFFAIR, PAGE 14

Case Study

"Daddy," said nine-year-old Mary in an urgent whisper, "could you give me a dollar?"

"A dollar!" Mr. Winter looked his astonishment. "Why, Mary, you haven't even learned to take care of pennies and nickels. What on earth—"

"It's a secret, Daddy. Please! I can't tell anybody. But I need it, truly I do. Please, Daddy. It isn't anything you wouldn't like."

Mr. Winter shook his head. "Even if I thought you should have it, Mary—which I don't—I couldn't give it to you without knowing why."

"But I can't tell you, Daddy!"

"Then you'll have to do without it—or save till you have it."

Mary's eyes filled with tears. Now she couldn't make the book-ends for Mother and Daddy's wedding anniversary, the beautiful wood book-ends she had found in her handicraft magazine. She needed a dollar for materials, and it was too late to save it. Would Mother—no, Mother would say just what Daddy had said. Could she earn—no, they'd have to know all about that, too. Why couldn't parents understand that anybody might need money sometimes?

Fundamental Questions and Problems

1. If you asked Mr. Winter to justify his refusing to give Mary a dollar, what do you think he would say?

2. At what age should children be given an allowance?

3. How much guidance do school children need in order to become intelligent users of money, and what form should this guidance take?

4. How can children be made to feel that they have a stake in the "family pocketbook"? How can they be encouraged to share some of the problems involved in managing the family income?

5. What techniques do you use to teach the need for saving? How do you encourage children to save?

6. The following are characteristics of good parental practices in helping children learn the use of money. Use the list to score your own practices:*

Does my child receive, according to a well-defined plan, some money, however little, which it is his responsibility to manage?

Do I gradually increase the amount of money and the responsibility the child assumes, so that by the time he reaches high school he purchases all his own clothing and his school supplies?

Does my child contribute his share to the general routine duties of the household without pay?

Do I give my child an opportunity to learn the important facts about the family's financial arrangements so that he sees the relation of his income and his responsibilities to those of the entire family?

Do I allow my child to suffer the consequences of unwise spending?

Do I give my child an opportunity to learn saving for a concrete object and then help him to understand the difficulties involved in future planning?

*Ojemann, R. H.: *What Money Means to the Child*. Iowa City: University of Iowa, Child Welfare Pamphlet No. 25.

GUIDING THE HIGH SCHOOL YOUTH

Program Outline

Lowering Tension for Growth

Refer to the following articles in this issue:

SEX IN ITS TEENS, PAGE 24

CONSTRUCTIVE LEISURE-TIME ACTIVITIES, PAGE 32

Case Study

"Mom," ventured John Dennison, trying to be casual, "do you think Dad would let me get a part-time job for afternoons and Saturdays?"

"I doubt it," replied his mother. "He feels that your school work comes first—"

The boy interrupted. "First! He feels that it comes first, last, and in between! All the other fellows can earn money, but I've got to study. All the other fellows can take out girls, but I haven't got the price, and anyhow I have to be in bed by eleven. I ask you! Didn't he ever do anything but study?"

Mrs. Dennison laughed. "He was always fond of his books. And he thinks you'll have plenty of time to earn your money and take out your girl friends after you've finished school. You don't need a job. He feels able to take care of all your needs at present."

"Yes, and he reminds me he takes care of 'em, too, when I do anything he doesn't like. I don't want his money; I want my own. And Betty—Look, Mom. I'm nearly seventeen. Doesn't that mean anything to him—or to anybody?"

Mrs. Dennison opened her lips to reply—and stopped. Perhaps it did mean something. Perhaps, even, it meant something very important. Perhaps— She would have a talk with John's father, she decided, that night.

Fundamental Questions and Problems

1. How would you present John's case to his father? What arguments would you use in his favor?
2. Predict certain behavior problems that may arise if John continues to feel that he is misunderstood and denied certain privileges and independent actions that rightfully belong to his age.
3. At what age do children begin to show an interest in the opposite sex?
4. How can parents help their children to have wholesome association with members of both sexes?
5. If you were to list three or four principles that you believe should operate in obtaining the most desirable parent-child relationships, what would these be?
6. Mention several leisure-time activities that you consider wholesome for a boy of high school age. What are some similar activities for high school girls?

How Would You Answer the Following? True or False?

1. A boy of seventeen who is still in school should not, especially today, be concerned with dating girls.
2. A confidential attitude between parent and child on the matter of sex is prone to destroy some of the reverence children should feel for their parents.
3. A high school boy or girl experiences feelings of tension and conflict as keen and important as those experienced by adults.
4. A great deal of tension and conflict is avoided in those homes in which the adolescent's personality is respected and in which some opportunity for self-direction is given.

Contributors

BONARO W. OVERSTREET has long been a literary figure of national importance and an adult educator who has rendered inestimable service to all who are interested in that significant field. She needs no introduction to readers of the *National Parent-Teacher*, to whom she is already well known.

PETER H. ODEGARD is one of the nation's leading exponents of political science. He is an educator, a lecturer, and a prolific author in his field. *The American Public Mind*, first published in 1930, remains a standard work of reference. Dr. Odegard is now Dwight W. Morrow Professor of Political Science, Amherst, Massachusetts.

MALCOLM S. MACLEAN, president of Hampton Institute, is a frequent and welcome contributor to the *National Parent-Teacher*. The influence of his educational philosophy has been extended through his many lectures and writings. He serves on numerous educational boards and committees.

HOWARD V. FUNK is principal of the Bronxville Junior High School and a vice-president of the National Congress of Parents and Teachers. Notable in his recent work done in connection with a series of bulletins on civic education, which were published in the *National Congress Bulletin*.

EDITH ELMER WOOD has a long and impressive record in social work and public welfare. Until 1910 she also wrote fiction, travel, and foreign correspondence; since then her writing has been confined to the housing problem. She is today considered one of America's foremost housing experts.

IVAN A. BOOKER has distinguished himself in the educational world as a teacher, researcher, and writer of considerable importance. Long active in parent-teacher work, Dr. Booker has a thorough knowledge of organizational needs and a seasoned point of view on how they may be met.

AIMEE ZILLMER, chairman of the Committee on Social Hygiene of the National Congress of Parents and Teachers, is an outstanding worker in this area. Formerly a high school teacher and social worker, Miss Zillmer is now a social hygiene lecturer with the Wisconsin State Board of Health.

RUTH COWAN CLOUSE, widely known nutritionist, has published many articles and is co-author of a book entitled *Ultraviolet Light and Vitamin D in Nutrition*. She was formerly associated as nutrition counselor with the American Medical Association and is now chairman of the Department of Home Economics, Illinois Institute of Technology.

JOSEPH MILLER, prominent psychologist and director of guidance for the city schools of Wilkes-Barre, Pennsylvania, is also chairman of the Mental Hygiene committee of the National Congress of Parents and Teachers. Dr. Miller's articles on psychological topics appear in many professional periodicals.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. E. W. Emery, President, Kansas Congress, and Mrs. Domenico Gagliardo, Lawrence, Kansas; Mrs. R. V. Hall, President, Arkansas Congress, and Mrs. J. W. Walton, Little Rock, Arkansas; and Mrs. Leonard G. Twitchell, President, New Jersey Congress, and Miss Edna Young Bond, Newark, New Jersey.